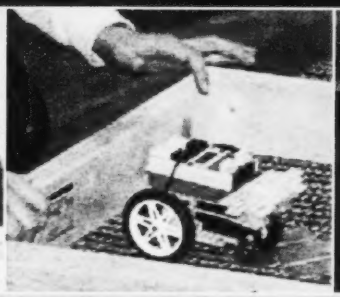
Yukon Department of Education

Annual Report

2007-08 ACADEMIC YEAR



Yukon

To the reader

This annual report describes the activities of the Department of Education for the 2007-08 academic year, which ran from August 1, 2007 to July 31, 2008.

Budget information presented in this report is for fiscal year 2007-08.

This Annual Report format is in transition. We are working on improving our reporting methods to help ensure we provide the most useful information, presented in the most understandable way, for identifying the state of education in Yukon. Persons seeking additional information about the Department of Education can contact the Department of Education's Communications Coordinator at 867-393-7102 for local calls, or toll free at 1-800-661-0408.

Purpose of the Annual Report

Section 5(h) of the Education Act (RSY 2002, c. 61) requires the Minister of Education to table an Annual Report on the state of education in the Yukon, including reports from each School Board, in the Legislative Assembly following the end of the year for which the report is made.

The Department of Education would like to hear from you

The Department of Education is seeking comments. Is there other information you would like to see included in the annual report? Send your comments to the Department of Education before January 31, 2009.

Please send your feedback to

Communications Coordinator
Department of Education
Box 2703
Whitehorse, Yukon Y1A 2C6

Or

contact.education@gov.yk.ca

Please note:
The Department of Education is continuously making improvements to the quality of its data. Sometimes these changes result in differences from previously established reports. The data contained in this report is the most accurate data available at the time of publication.

Photos *All photos Yukon Government*

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Message from the Minister

Dear Reader,

This report is intended to be a snapshot of the state of education in Yukon. It provides information on the Strategic Plan for the Department of Education, current educational programming and indicators of our performance.

As the Minister of Education, my number one priority is to ensure that Yukoners have the opportunities they need in order to succeed in life. The Department of Education and the educators in Yukon are committed to providing opportunities and options for lifelong learning that are designed to help Yukoners reach their individual goals and to meet the needs of the community.

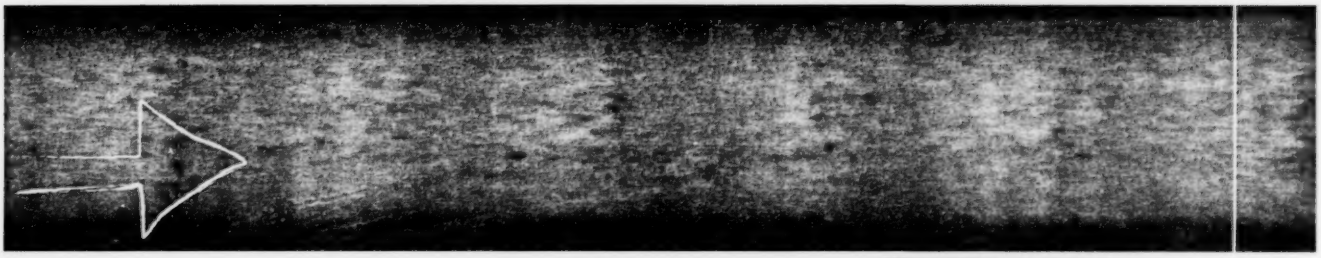
Yukon's educators work very hard to provide each student with the opportunities that they need to succeed. To continue to meet the changing and expanding needs of our students we must continuously examine student and program outcomes and make adjustments. This is part of our ongoing commitment to quality education.

The Department of Education considers a number of measurement and assessment tools, including individual test scores and teacher comments. We also seek input and advice from students, parents, education professionals, school boards, councils and committees. These resources, combined with data and results from local, national and international organizations, help ensure our children continue to receive the education they need to succeed.

In closing, I would like to thank you for your interest in Yukon's education system. With the dedication, participation and commitment of our stakeholders and partners, Yukon's students will continue to have a bright future.

Sincerely,

Patrick Rouble
Minister of Education



Message from the Deputy Minister

My first year as the Deputy Minister of Education in Yukon has been exciting and inspiring thanks to the hard work and dedication of school staff, the department staff and our partners in education.

The quest to transform education is occurring locally, nationally and internationally. It is being led by economic, social and environmental events; advances in technology; developments in research related to learning; and the needs and aspirations of the many sectors of a community. In Yukon, we too will continue to build on the strength of our education system through *New Horizons: Our Commitment to the Future*, the implementation strategy to the Education Reform Report.

New Horizons is co-chaired with Council of Yukon First Nations, and together we are building relationships and working to engage all the groups who can contribute to a successful, engaging education system for the benefit of all Yukon learners.

The Department, through the Advanced Education Branch, has engaged partners with the launch of the Labour Market Framework that will guide the development of strategies to support Yukon's labour market needs. These strategies will build on our success, like the growth of Yukon's apprenticeship program, which wouldn't have been possible without the support of private sector, our staff and partner organizations promoting trades as a career option.

I invite you to read about these initiatives and many more in the 2007-08 Annual Report, and I look forward to working with you as we continue to build on our successes and improve our outcomes for all Yukon learners. The Department of Education can't do it alone; our success depends on our partners.

Sincerely,

Pamela Hine
Deputy Minister of Education

Department of Education Mandate

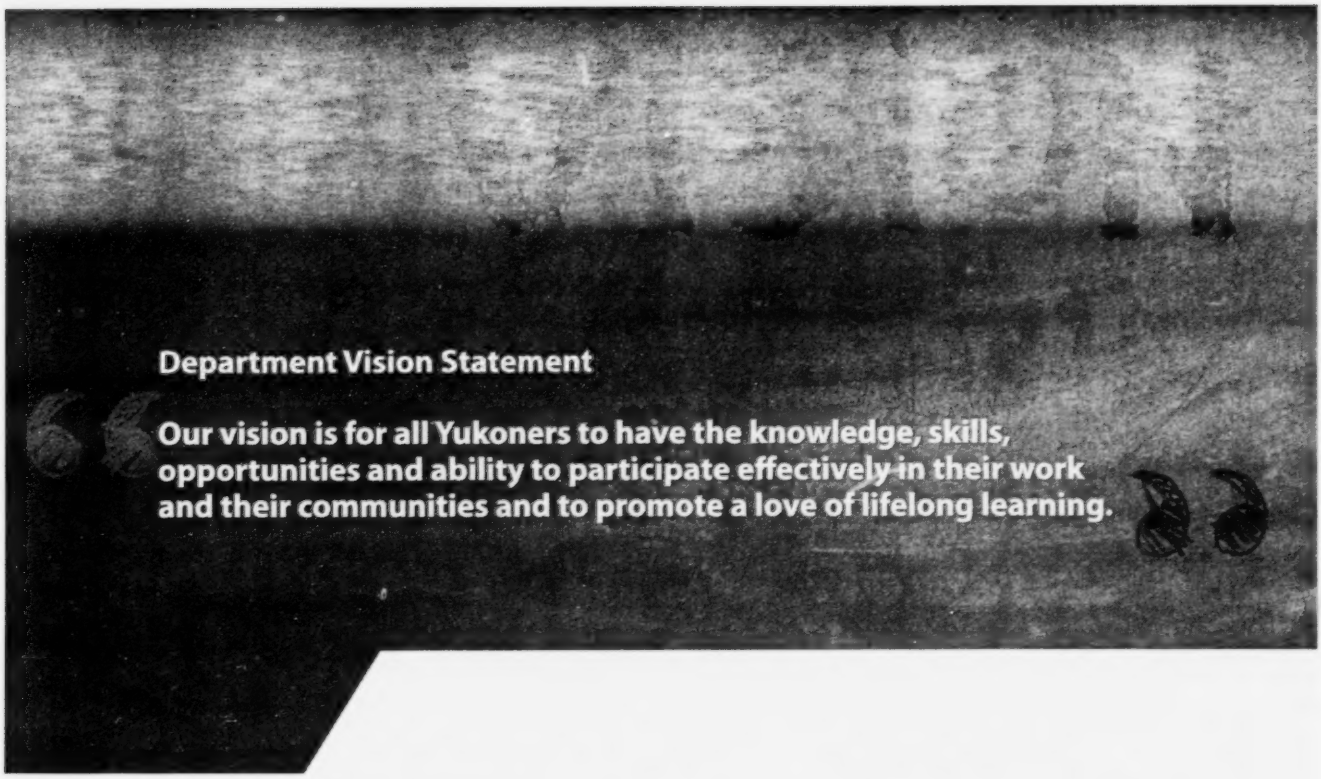
The Department of Education is committed to working together with our partners to deliver the most accessible and best quality education possible.

This includes programs and services that reflect the cultural, economic and natural environment of Yukon.

Through these efforts, the department strives to improve the success rates for all Yukon students and adult learners; enhance transitions between education, training, and work and maintain meaningful partnerships with all users of the public education system.

Primary Responsibilities of the Department

- To provide kindergarten to Grade 12 education throughout Yukon in 28 schools
- To provide support and resources for the Individual Learning Centre, the Commission scolaire francophone du Yukon, distance education, home schooling, and students with identified special needs
- To promote and support adult training, education, labour force development, adult literacy and immigration
- To provide and administer student financial aid and youth employment training



Department Vision Statement

Our vision is for all Yukoners to have the knowledge, skills, opportunities and ability to participate effectively in their work and their communities and to promote a love of lifelong learning.

Department Values/Principles

The principles that guide the Department of Education in its work are:

Equity: We are committed to offering all learners an educational program appropriate to their learning needs.

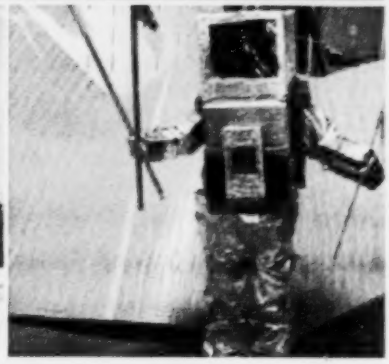
Respect: We promote the importance of family and community and strive to instill a love for lifelong learning.

Cooperation: We continue to build and maintain strong relationships with all partners in education including families and communities.

Diversity: We are committed to integrating the cultural and linguistic heritage of Yukon First Nations into our curriculum.

Innovation: We are committed to providing all learners with the tools to become productive, responsible and self-reliant members of today's and tomorrow's societies.

Leadership: We work with parents to develop all aspects of students including their intellectual, physical, social, emotional, cultural and aesthetic potential.



above left *Tantalus School (Carmacks)* **above right** *A student in a Marsville space suit.*

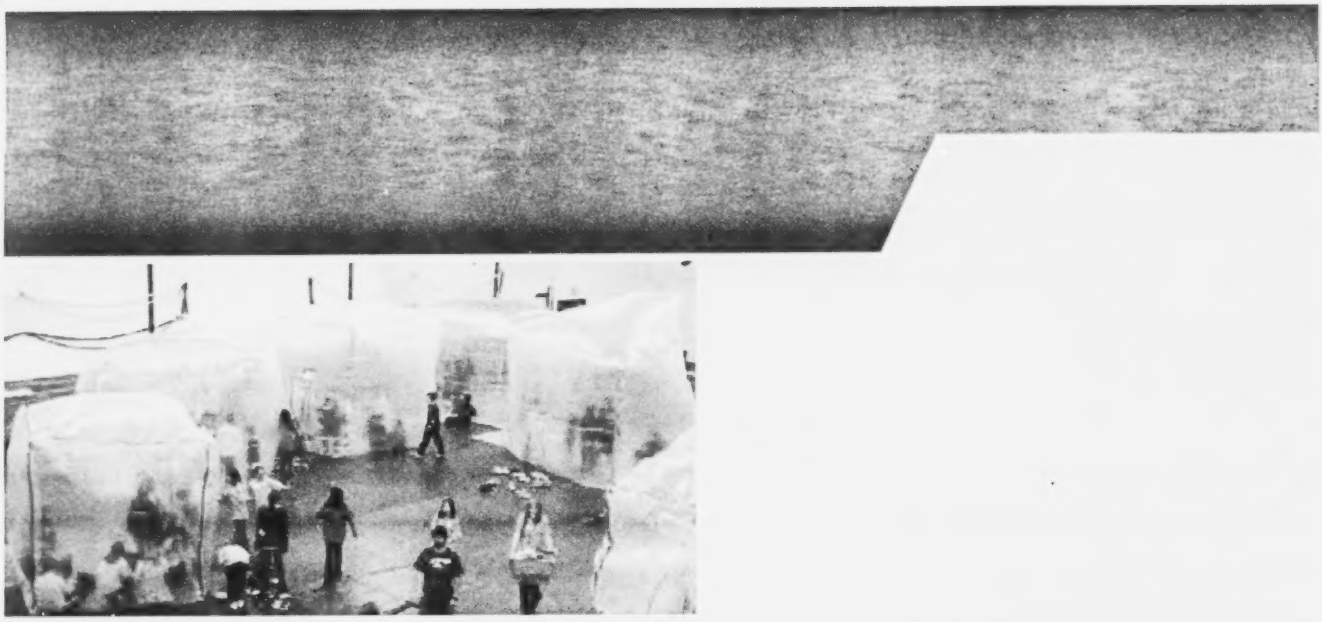
Department of Education Strategic Goals

For this school year, the Department identified the following strategic goals:

(1) Support the lifelong learning process, including acquisition of knowledge and the development of skills for all Yukon learners so that they may participate effectively in work and their community.

(2) Respect and strengthen the partnership of Department of Education with teachers, parents, students, First Nation governments, Yukon francophones, the Roman Catholic Diocese of Whitehorse, the labour and business sectors and the larger community, including assisting Yukon First Nations governments in the implementation of land claims and self-government.

(3) Facilitate youth access and transitions to work or post-secondary education through the provision of adult education, training and employment programs.



above *Grade 6 students in their Marsville habitats.*

The Departmental Objective:

To deliver accessible and quality education so learners of all ages can become productive, responsible and self-reliant members of society. This will be achieved by:

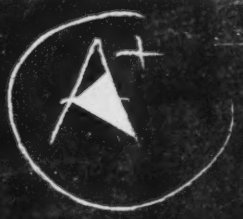
- Creating a more responsive education system that enables learners to succeed;
- Enhancing transitions between different levels of education, training and the world of work;
- Developing and maintaining meaningful relationships with partners in education; and
- Enabling education, training and skills development for Yukoners so they may respond to opportunity and meet Yukon's labour market needs.

Department of Education Branches

The Department of Education is divided into three branches:

- Public Schools, which is responsible for public schools, elementary and secondary school;
- Advanced Education, which is responsible for promoting and supporting adult training, post-secondary education and labour force development, including apprenticeship and immigration;
- Education Support Services, which is responsible for transportation, financial services, building management, policy and planning, human resources, and communication.

Chapter One



Educational Programming

The Public Schools and the Advanced Education branches have a variety of programs to advance their goals and objectives. Highlights are profiled in this report.

Public Schools Branch

Overview of the K–12 Public School System

The Public Schools Branch provides Kindergarten to Grade 12 education throughout Yukon in 28 schools, including three Catholic schools, the Wood Street Centre, and the Individual Learning Centre. The Branch also provides support and resources for the Commission scolaire francophone du Yukon, distance education, home schooling and students with identified special needs.

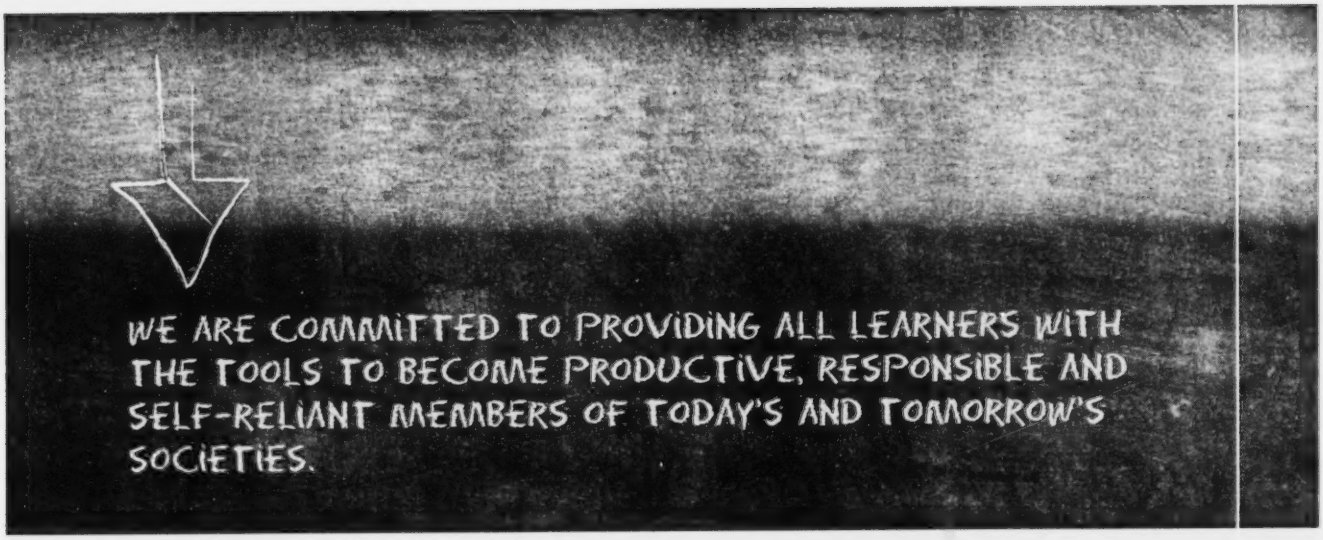
Highlights of Public Schools Branch Initiatives

Education Reform Project Final Report

In February 2008, members of the Education Reform Project Executive Committee, Chief Joe Linklater, Chief Liard McMillan and Minister of Education, Patrick Rouble, released the Education Reform Project final report. All partners expressed commitment to the project outcomes and to continuing their work with education partners to improve the delivery of education in Yukon. The report addressed needs for early childhood education, education in the K–12 system and post-secondary education and training.

The Education Reform Project final report is available at the Department of Education or at www.education.gov.yk.ca & www.cyfn.ca.

New Horizons – our commitment to the future reflects the new perspective on community partnerships and programming for Yukon learners. The concepts of pride in culture captured in New Horizons will continue to reflect the themes in the Education Reform document. The partnership between Council of Yukon First Nations and the Department of Education will continue to develop as the two organizations work together to improve the success of all Yukon learners. The initiatives of the Department will be aligned within the vision of education captured within New Horizons, which provides a road map to the future.


WE ARE COMMITTED TO PROVIDING ALL LEARNERS WITH THE TOOLS TO BECOME PRODUCTIVE, RESPONSIBLE AND SELF-RELIANT MEMBERS OF TODAY'S AND TOMORROW'S SOCIETIES.

New Horizons – our commitment to the future

New Horizons reflects the outcomes of the Education Reform consultations, prior consultations related to Yukon learners (e.g., the First Nations Education Advisory Committee's document, *Helping Students Succeed: Vision, goals and priorities for Yukon First Nations Education, Together Today for our Children tomorrow,* the *Education Act* review, etc.) as well as current research and knowledge of best practice. It describes the new way we are approaching delivery and design of education in Yukon. Education will continue to evolve as we learn more about new ways to assist learners and gain more feedback in how best to engage community members in education. The goal of New Horizons is to engage partners in working together to transform education for Yukon learners of all ages, aspirations and walks of life.

Co-chaired with Council of Yukon First Nations, New Horizons' partners include Yukon First Nations, numerous non-profit organizations, students, parents and community groups. The project team relies on participation from teachers, administrators and other school staff to guide the future of education in Yukon. Our aspiration to transform education through the New Horizons process is consistent with national and international trends. These trends include recognizing the need to improve outcomes for aboriginal learners, improve community and First Nations engagement, and adopt best practices to inform teaching and leadership practice.

Tangible changes are being incorporated as we move forward.

- At the request of the communities, we have begun enhancing meetings with videoconferencing. This saves on costs, travel time and inconvenience for rural participants who would prefer not to leave their jobs and their families.
- We have developed the Yukon Educational Leadership Program with the assistance of the Yukon First Nations Education Advisory Committee and the Association of Yukon School Administrators. This program is designed to develop the skills and credentials of Yukon teaching professionals who are looking forward to taking on formal and informal leadership positions.
- The Department of Education hosted an interdepartmental and interagency Resiliency Forum, which was focused on transitions. This event was part of

Ten Attributes of Effective Schools:

Focus/Achieving Results
- Evidence/Data
- Student Achievement Goals

Organization
- Alignment for Success
- Instruction and Assessment
- Strategies

Learning communities
- Positive School Culture
- High Expectations and Positive Results
- Teamwork and Networking
- Parent Involvement in Children's Learning
- Communication

the 2008 National Dialogue on Resilience in Youth, aimed at understanding why some children, in spite of immense challenges, enjoy successful lives. The initiative also identified characteristics of resilient children and reviewed whether systems can be structured to foster and support resiliency in our students. Participants were excited to be learning about the research on resiliency factors, and many participants were able to develop new professional relationships and potential partnerships in supporting youth in transition.

- The Department conducted the Secondary School Program Review Process to identify programming priorities for the future and systemic needs including facility requirements. This initiative involved seeking extensive feedback from numerous participants.

School Growth Planning

The School Growth Planning process was introduced in the Yukon in 2004 and was designed to take the place of the Yukon School Improvement Planning process, or YSIP. School Growth Planning is a process that engages both school personnel and community members in identifying priorities for school programming within the context of student achievement. Goals are intended to be established by a team of educators and community members that have considered student assessment data and identified several areas of need that then become the focus of goals and objectives within the areas of Social Responsibility, First Nations Language and Culture, Literacy and Numeracy. These goals and objectives are supported by strategies for improvement and measures for growth are articulated and reviewed as part of the growth planning cycle, which is meant to occur annually. The plans will be signed off in June of each year by the principal, who chairs the School Growth Planning Team, the School Council Chair, the Chief of the First Nation, the Chair of the Commission scolaire francophone du Yukon, the school superintendent and the Assistant Deputy Minister of Education.

During the 2007-08 school year, a stakeholder committee with representation from the Department of Education, the Administrators' Association, the Yukon Teachers Association, the First Nations Education Advisory Committee, the Association of Yukon School Councils, Boards and Committees, School Councils and the Yukon Association of Catholic Educators and the Commission scolaire francophone du Yukon met regularly to review and make recommendations for improving the process. This review will occur annually, as this process is meant to reflect the changing needs of the Yukon community.

What leaders think, say, and do – and who they are when they come to work each day – profoundly affects organizational performance, and the satisfaction they and those with whom they interact derive from their work, and their ability to sustain engagement with their work over the period of time necessary to oversee significant improvements. Leaders' thoughts and actions shape the culture of their organizations and set the direction and pace for the professional learning and teamwork that are essential in improving organizational performance. Dennis Sparks, 2007

The School Planning process with the revision recommended by this committee will be fully implemented in the 2008-09 school year, with full implementation for the External Review process for schools in the 2009-10 school year.

Leadership Training

Because the Department of Education is anticipating the retirement of almost half of their school leaders, and because there is an increasing amount of evidence to suggest the benefit of shared leadership in schools, the Department of Education is investing in its future leaders by establishing a Leadership Development Program that will run through the 2008-09 and 2009-10 school years. This program will support the Professional Development of new leaders and will complement work being done in the area of School Growth Planning. The program is currently based on the *Standards for Principals and Vice-principals in British Columbia*. The stakeholder Advisory Committee that has been guiding this initiative and a mentorship program for new Yukon administrators will be developing a set of Yukon guidelines for Yukon school principals and vice-principals during the 2008-09 school year.

Secondary School Programming Process

The types of programs that are offered in high schools change over time to reflect the needs of the students and the communities. Some examples of programming options already available in Yukon secondary schools include:

- Language options; i.e., programming in English, French Immersion, and French first language programming.
- Individual Learning Centre, which provides flexible options for students who have previously dropped out of school.
- Wood Street Centre, which offers experiential programming in sciences/ outdoor education and theatre arts;
- Teen Parent Centre, which provides support for pregnant students and young mothers who are working to complete their high school program.
- Resource Programs to support students with needs requiring lower classroom teacher ratios.

To help ensure that Yukon's school system is best prepared to meet the needs of secondary students and the community, the Department of Education has engaged in a comprehensive Secondary School Programming Process. In turn, the literature review, the inventory of current programs and the community input will inform us as to the kind of secondary school facilities we should be

designing for the future. In particular, there will be recommendations with direct implications for the future of F.H. Collins Secondary School.

The purpose of the Secondary School Programming Process is to:

- Articulate a vision for secondary programming in Whitehorse,
- Identify current practice and issues that will impact the future of secondary programming in Whitehorse,
- Identify areas for programming improvement and systemic change, building on the strengths of the current system, and
- Identify facility requirements as they relate to the delivery of secondary programming in Whitehorse, particularly in relation to the future of F.H. Collins Secondary School.

The extensive community consultations have been reflecting similar themes to those found in the Education Reform Project Final Report, and they parallel the current research on secondary school programming needs for today's learners. This process will generate recommendations to improve students' access to programs and facilities offered in Yukon schools, which was called for in the *Education Reform Project Final Report*. Consistent with New Horizons values of partnership and communication, this project relies on the generous advice and participation from partners outside the Department.

The project is guided by the Secondary School Programming Advisory Committee, which is providing advice regarding the process. It has helped identify community members to be included in the data collection process, provided advice regarding appropriate methods for obtaining input, and will review the draft report to ensure clarity and comprehensiveness. It will also make recommendations based on the findings of the consultants. This committee is comprised of members from the Public Schools Branch, Advanced Education Branch, the First Nations Programs and Partnerships Unit, principals and School Council chairs from three Whitehorse high schools, representatives from the Yukon Chiefs Committee on Education, Council of Yukon First Nations and the First Nation Education Advisory Committee, a Yukon First Nations Elder, the Catholic Education Association of Yukon and the Commission scolaire francophone du Yukon.

Educators, current and former students, parents and families, community members, key stakeholders and government representatives were all consulted in this process and have played an important role in advising this report. Consultants conducted school site visits, in-person interviews, focus groups, web surveys, community visits (Old Crow, Ross River, Teslin and Carcross were selected because they do not have secondary schools in their communities) and public consultations.

On April 25, 2008, the Department of Education presented the Excellence in Education Awards to the following teachers:

Patti Tetlichi from Chief Zzeh Gittlit School in Old Crow

Barbara Bergsma from Vanier Catholic Secondary School

Monique Coderre from Whitehorse Elementary School

Wil De Wit from Takhini Elementary School

Leslie Thompson from Jack Hulland Elementary

Excellence in Education Awards

The Department presents this award annually to recognize excellence in public school education. For the 2007-08 school year, 14 nominations were received. For each nomination, an extensive package was prepared, outlining the outstanding actions of the nominees and the effects of those actions on the students, their families and the community. Numerous letters of support were submitted from colleagues, administrators, parents, students and school council members for each of the nominees. Nominees included teachers and supporting community members.

Education Programming Highlights for the 2007-08 Academic Year

Individual Learning Centre

The Individual Learning Centre (ILC) opened its doors to students on February 1, 2005. It provides a safe and flexible learning environment for high-school-aged youth who have dropped out of school. At the ILC, students can pick up their studies and complete their secondary education.

Work experience placements, pre-employment programs, and career placement programs are integral parts of this program. Weekly activities such as art, physical education, hair dressing, and woodworking are incorporated into the curriculum. In 2007-08 the ILC was staffed by a team leader, two full-time teachers and 2.5 full-time equivalent remedial tutors.
In the 2007-08 school year, 21 students graduated from the ILC.
Enrolment is continuous, so that students can apply to enter the program at any time during the school year. At the end of the 2007-08 school year, the ILC had 108 active students.

Technology Assisted Learning

The Technology Assisted Learning Unit (TAL) provides pedagogical support and leadership in the use of information communications technology (ICT) in Yukon schools.

TAL coordinates long-term planning for information communications technology and supporting software curriculum resources in Yukon public schools. This unit also delivers professional development activities to staff, provides support for educators mentoring or facilitating distributed learning programs in Yukon schools, and coordinates video conferencing and YESNet's First Class communications system.

The most recent Statistics Canada report on Information and Communication Technologies in Schools named Yukon as the most connected educational jurisdiction in Canada, with a student/computer ratio of 2.9:1.

Students and professional staff enjoy high-speed internet access in all Yukon schools through YESNet (Yukon Education Student Network). All Yukon students and staff have access to a robust suite of global software applications that may be used across all curriculum areas. Yukon school computer technologies are renewed based on a five-year strategic plan that keeps pace with ICT industry standards for hardware and operating systems.

During the 2007-08 school year, F.H. Collins Secondary, Grey Mountain Primary, Porter Creek Secondary, Whitehorse Elementary, St. Elias Community School, Elijah Smith Elementary and Jack Hulland Elementary had their computer labs upgraded.

Video conferencing facilities are available in nine Yukon community schools, and in Whitehorse. This technology assists in extending learning opportunities for students beyond their school community, and it provides for more frequent involvements of rural staff in professional meetings and in-services. Video conferencing also capitalizes on the skills of specialized teachers who may extend their course delivery to other schools or communities using this technology.

The Department of Education has also begun using video conference technology to allow rural teachers to participate in meetings in Whitehorse. This option is offered in response to community members who have made the request. Hosting live, interactive video conferences allows rural teachers the opportunity to be full participants without having to leave their homes and their jobs to travel to the meetings. In some cases, participating by video conference is more cost effective than traveling to attend meetings in person.

Distributed Learning

Frequently referred to as distance learning or correspondence, Distributed Learning programs increase students' access to learning opportunities in all Yukon schools. Regardless of a student's location or school population, through distributed learning programs, students have access to all prescribed courses available in eight distance education schools in B.C., B.C. Open School and Alberta Learning. Distributed Learning refers to all forms of learning where, by design, students and their teachers may be separated in time and/or space for some or all of the course. Distributed Learning provides for a variety of delivery methods where teachers, students, and course content may be located in different, non-centralized locations. French Immersion students can access Distributed Learning through Centre francophone d'éducation à distance.

Home Education

Often referred to as home-schooling or home-based learning, home education is an option available to all Yukon students. It is a way for students to learn in their homes and communities with an approach that is adaptable and individualized. With home education, the parents assume responsibility for their child's education. In the 2007-08 school year, there were 120 registered home educated students.

To support home education students, the Department of Education provides the following resources upon request:

- Learning resource materials (i.e., textbooks/teacher manuals)
- Access to school equipment/facilities (i.e., library, gym, computer)
- Distance Education courses from the B.C. Ministry of Education are provided to registered home education students from Grades 1 to 12
- Yukon-wide standardized tests
- Catalogue of Curriculum Resources
- Course Description Handbook for secondary students
- School newsletters and other information about school events
- Assessment and consultation regarding a child's abilities and development (i.e., physical and emotional development, hearing, speech, language and reading)

Summer School

During July 2008, the Department of Education offered summer school courses for secondary students who had not successfully passed the final exam for a course or who wished to strengthen their skills in one of these core academic subjects. In the July 2008 summer school, 100 students registered, four withdrew, and 91 students successfully completed their courses.

Courses offered were English 8, English 9, English 10 and English 11 and Principles of Math 8, Principles of Math 9, Principles of Math 10, Principles of Math 11, and Principles of Math 12.

Early Intervention

Early intervention refers to programs that provide additional assistance as early as possible to children who have difficulty learning. At-risk Kindergarten children are identified with a computerized screening profile in all schools.

The major early intervention programs supported by the Public Schools branch for the 2007-08 school year were the full-day Kindergarten program and Reading Recovery.

Full-Day Kindergarten and Kindergarten 4/5

In addition to full-day Kindergarten, a combined Kindergarten for four and five-year-olds (K–4/5) was offered in numerous rural communities to provide children with more time to prepare for entry into Grade 1. The Child Development Centre assists by providing in-school support for a number of four-year-olds.

Reading Recovery

The Reading Recovery program is a key component in the early intervention strategy of the Public Schools Branch. In Yukon, our goal is to ensure that all Grade 1 students who require special support to become independent readers are provided with Reading Recovery assistance. Administrators, teachers and parents regard the program as highly beneficial and successful.

Reading Recovery is a preventative program delivered to students in Grade 1, to help them with reading and writing difficulties, to help them achieve average levels of literacy within approximately 12 to 20 weeks. In addition to classroom teaching, these students benefit from daily one-on-one teaching that helps the student learn to read, and teaches the child to be an independent, problem-solving reader. Students who do not achieve the desired level of literacy receive further assessment and individual attention.

The majority of Reading Recovery students are maintaining their gains in comparison to the Yukon average.

In 2007-08, approximately of 53.51% of English-stream Grade 1 students, were involved in Reading Recovery. An additional 42 children were also involved in Year Two Reading Recovery, for a total of 179 students who were in Reading Recovery in the 2007-08 school year. Of these 179 Reading Recovery students, 77.1%, or 94 students, successfully completed the program. Successful completion refers to Grade 1 students who complete during the first year and can read and write at or above an average Grade 1 level.

The Department of Education uses achievement tests to monitor the long-term success of the program. We compare Yukon Achievement Test results of Grade 3 students who had successfully completed Reading Recovery in previous years, with the test results from the general student population. In the 2007-08 school year, the average score for students who had successfully completed Reading Recovery in previous years was 57%, which considered successful completion. The average score for all Yukon students at Grade 3 was 65.1%. These results confirm that the majority of Reading Recovery students are maintaining their gains in comparison to the Yukon average. These results have been fairly consistent since Yukon Achievement Tests were first administered.

Yukon Achievement Test – Language Arts and Mathematics 3
Reading Recovery Student Results – Average Score

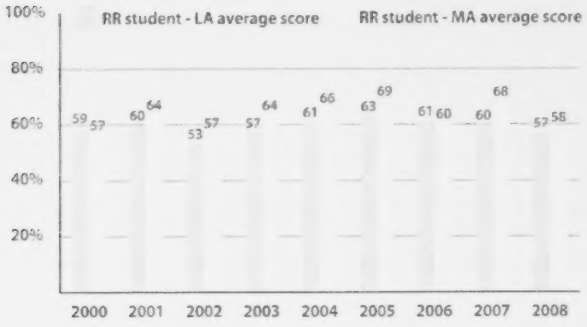


Fig. 1. *The average scores Reading Recovery Students in Yukon Achievement Tests on Language Arts and Mathematics over time. Successful achievement of a Yukon Achievement Test is a score of 50% or better.*

Reading Recovery Training

In addition, 2007-08 was a Reading Recovery Training year. The Department identified the need to train six new Reading Recovery teachers to ensure that full implementation of Reading Recovery in Yukon schools was maintained. These teachers have taken a year-long in-service course. The course involved 2.5 hours of teaching individual children daily, which totals approximately 300 hours. It also involved bi-weekly in-service sessions, which amounts to a minimum of 40 hours of in-service training. These six Training Teachers taught Reading Recovery lessons to 31 Grade 1 students in the 2007-08 school year.

Elders in the Schools

In the Elders in the Schools program, local Elders share their culture and knowledge with school staff and students. It helps teachers connect the curriculum areas with valid and authentic cultural information and activities. Students are able to experience firsthand the role of First Nation Elders as advisors, counselors, cultural experts and traditional teachers. Principals, teachers, students and parents all benefit from the having the presence of First Nation Elders in the schools.

Elders in the Schools is sponsored jointly by the Department of Education and participating First Nations. This program can be initiated upon request from a First Nation. In the 2007-08 year, First Nations from rural Yukon and in Whitehorse and two Whitehorse schools participated in the program.

In the 2007-08 year, First Nations from rural Yukon and two Whitehorse schools participated in the Elders in the Schools Program.

- Ghùch Tlâ Community School, Carcross
- Teslin School
- Ross River School
- Johnson Elementary School, Watson Lake
- Watson Lake Secondary School
- Kluane Lake School, Destruction Bay
- Eliza Van Bibber School, Pelly Crossing
- Robert Service School, Dawson City
- Elijah Smith Elementary School, Whitehorse, as a pilot project
- Takhini Elementary School, Whitehorse, as a pilot project

Experiential Education

The Public Schools Branch recognizes Yukon's success with innovative experiential programs such as:

ACES (Achievement, Challenge, Environment, Service), Grade 10, Wood Street.

MAD (Music, Art and Drama), Grades 9 –12, Wood Street.

SASE (Science and Socials Experiential), Grade 9, Porter Creek.

ES (Experiential Science), Grade 11, Wood Street.

OPES (Outdoor Pursuits Experiential Science), Grade 9, English, Wood Street.

PASE (Plein Air Science Experientials), Grade 9, French Immersion, Wood Street.

Experiential education includes practical, hands-on experience as part of the learning process. It is student centered and integrates curricula across courses. Learning may take place in the classroom, gymnasium, school yard, the community, or in nature or at study sites further away. It can include overnight camping in back-packed tents, qhinzees, wall tents or cabins. Expedition-centered experiential education includes significant physical endeavour, biking, cross-country skiing, canoeing, hiking, snowshoeing and kayaking. Travel-centered experiential education emphasizes academic studies, including visiting ocean environments, other cultures or distant universities. Experiential learning can also be facilitated using technology and simulated experiences related to curriculum. While Yukon offers specific experiential courses at Wood Street, most teachers incorporate experiential learning opportunities into their regular curricula delivery throughout the year.

Traditional First Nations learning style was almost entirely experiential, predominately outdoors and local. Research has shown that well designed and well delivered experiential education programs enhance students' comprehension of key concepts, improve their level of achievement and help promote healthy lifestyles in an integrated fashion. This appears to be the case for students with a variety of learning styles and abilities.

The enhancement of experiential education learning opportunities is a major focus for the First Nations Programs and Partnership Unit. Specific Grade 5 and Grade 12 First Nations curriculum material has been developed that enhances the capacity to deliver outdoor education programming with culture camp experience.

The Public Schools Branch is currently reviewing Experiential Programming in Yukon Schools in order to identify successes and support best practice for all Yukon learners.

The Department provided continued support for traditional school activities such as school bison hunts. In the spring of 2008, seven schools participated in bison hunts.

Here are some highlights of things the Department of Education did during the 2007-08 school year to support experiential education:

- The Department supported training to provide educators with the skills to use experiential techniques and ideas when they deliver curriculum. As a result of this support, it is expected that classroom teachers from all disciplines, at the elementary, intermediate and senior levels, will continue to use experiential approaches to support student learning.
- The Department also supported the GLOBE program, a science research set of protocols for students. The program monitors climate change, as one element, and teaches applied research skill.

- The Department continued support of the FEAST program with nutritional planning, food preparation and menu management at F.H. Collins. This program helps students prepare for a career in the food service industry.
- A foods preparation and menu management program continued at the Porter Creek High school cafeteria.
- The Public Schools Branch promoted the inclusion of public school students in First Nations culture camp activities and integrated traditional First Nations outdoor activities.
- The Robert Service School introduced archeological research methods for onsite digs to the Grade 6 class.
- Grade 7 students at Elijah Smith Elementary School participated in a total immersion learning experience for three months.
- Programming assistance was provided to Vanier Catholic School for their annual moose hunt and the Sled Education Course.
- Planning assistance was provided to École Émilie Tremblay for experiential programming in Grades 7–12.
- The Department supported travel to the Dominican Republic and the battlefield tour of Europe.
- Maintenance support was extended to the clearing of the Aishihik Road for bison hunting access, upkeep of the Butte Creek cabins, the Mystery Lake Yurts and the cooking facility at Aishihik Lake.

The Department supported the introduction of the Outdoor Pursuits Program to the St. Elias Community School in Haines Junction.

This was described as tremendously successful.

Aside from improved marks, students who completed the semester of Outdoor Pursuits seemed more self-assured, cooperative and mature by the end of the school year.

Teen Parent Program

The Teen Parent Program operates from the Teen Parent Centre in Whitehorse. The purpose is to provide flexible education and support to pregnant teens and teen parents so that they can finish high school. The program teaches students how to care for their children, plan and prepare healthy meals, manage their money, and plan for their futures. The program also provides daycare, counseling services, transportation, health guidance and referrals to other community agencies such as Healthy Families. Staff at the Teen Parent Centre in 2007-08 include two full-time equivalents (one teacher and one remedial tutor) hired by the Department of Education and daycare staff placed by the Teen Parent Society, serving approximately 15–20 families. The Centre also provides daily breakfast and lunch for expectant mothers, mothers and their children.

Youth Offenders

The Youth Offender Program is designed to ensure that incarcerated youth continue to have access to an educational program. One teacher provides educational instruction and life skills training for individuals at the Young Offenders Facility.

Yukon First Nation Languages and Second Languages

The Public Schools Branch offers a number of second language options for students. During 2007-08, through various schools, the branch provided language courses and programs.

The branch was also involved in several additional Yukon First Nation languages initiatives. Highlights include:

- Contributed $405,000 through a contribution agreement with the Council of Yukon First Nations to provide for curriculum development and teacher training for Yukon First Nation second language programs.
- Provide $512,283 for the salaries of 6.3 full-time-equivalent staff members as a direct contribution to the Yukon Native Language Centre.
- Provide $1,805,040 for the salaries of 27.7 Yukon First Nation language teachers.
- Provide $282,586 for on the job training for six First Nation language teacher trainees.
- 20 First Nation language programs are offered in 19 Yukon schools.
- Language programs are offered for six of the eight Yukon First Nation language groups.
- Staffed First Nation Languages Program and Curriculum Consultant position whose role it is to provide First Nation culture and language curriculum development and delivery support to all Yukon First Nation language teachers and to local First Nation communities as requested.
- The First Nation Languages Program and Curriculum Consultant, in partnership with the First Nation community, are able to coordinate the development of a framework to assist individual YFN communities in developing a community specific comprehensive language curriculum. A goal of the framework is to have a sequential program that is progressive with each grade level. The program is geared to take a learner from becoming a non-speaker to a speaker with communicative proficiency in the language. This curriculum development support is available upon request directly from a First Nation government.
- The Language Consultant also provides professional development and training for Yukon First Nation language teachers and trainees, and will continue to provide direct and indirect support to First Nation language teachers and trainees throughout Yukon.
- Professional development that is available and is offered depending on demand are: Master Apprentice (one-to-one immersion); Second Language Acquisition Theory & Methods – Advanced Level; FV Yukon Font & Keyboard Usage & Application; and the development of Teacher Friendly Lessons, Units & Resource Materials.

The Department continues to work under the advice of the Yukon First Nation Education Advisory Committee, which was established in 2004.

This committee has the important mandate of working in partnership with various stakeholders in education to improve the results and experiences of First Nation students.

New curriculum support materials produced will reflect Yukon First Nation content and perspectives and ways of knowing.

European Languages 2007-08

Robert Service School	Dawson City	FSL + Enrichment Class at primary levels.
Del Van Gorder School	Faro	FSL
St. Elias Community School	Haines Junction	FSL
J. V. Clark School	Mayo	FSL
Johnson Elementary School	Watson Lake	FSL
Watson Lake Secondary School	Watson Lake	FSL
All elementary schools	Whitehorse	FSL in all Whitehorse elementary schools + Intensive French in Holy Family and Christ the King Elementary
F.H. Collins Secondary School	Whitehorse	FSL, French Immersion, Spanish
Porter Creek Secondary School	Whitehorse	FSL, German
Vanier Catholic Secondary School	Whitehorse	FSL, Spanish
Whitehorse Elementary School	Whitehorse	Early French Immersion and Late French Immersion

Note: FSL refers to French as a Second Language Program

First Nation Languages 2007-08

Nelnah Bessie John School	Beaver Creek	Northern Tutchone/Upper Tanana (dependent on teacher)
Carcross Community School	Carcross	Tlingit
Tantalus School	Carmacks	Northern Tutchone
Robert Service School	Dawson City	Hän
St. Elias Community School	Haines Junction	Southern Tutchone
J.V. Clark School	Mayo	Northern Tutchone
Chief Zzeh Gittlit School	Old Crow	Gwich'in
Eliza Van Bibber School	Pelly Crossing	Northern Tutchone
Ross River School	Ross River	Kaska
Teslin School	Teslin	Tlingit
Johnson Elementary School	Watson Lake	Kaska
Watson Lake Secondary School	Watson Lake	Kaska
Elijah Smith Elementary School	Whitehorse	Southern Tutchone
F.H. Collins Secondary School	Whitehorse	Southern Tutchone, Gwich'in
Hidden Valley Elementary School	Whitehorse	Southern Tutchone
Porter Creek Secondary School	Whitehorse	Southern Tutchone
Selkirk Elementary School	Whitehorse	Southern Tutchone
Takhini Elementary School	Whitehorse	Southern Tutchone
Whitehorse Elementary School	Whitehorse	Southern Tutchone

Special Programs

The following schools had teachers with Level 1 Wilson Reading certification during the 2007-08 school year:

Elementary Schools: Christ the King, Elijah Smith, Golden Horn, Grey Mountain, Hidden Valley, Jack Hulland, Selkirk and Whitehorse Elementary

Secondary Schools: F.H. Collins, Vanier Catholic and Porter Creek Secondary

Rural Schools: Ghùch Tlâ Community School in Carcross, J.V. Clark in Mayo, Johnson Elementary in Watson Lake, Robert Service School in Dawson, St. Elias in Haines Junction, Tantalus in Carmacks, Del Van Gorder in Faro and Ross River School.

The following schools had teachers with Level 2 certification:

Christ the King and Del Van Gorder (Faro), while teachers at Takhini, Porter Creek, Elijah Smith and Whitehorse Elementary are in the process of completing Level 2 training.

As well, the following schools are completing the training of Levels 7 to 12, to address the upper level readers: Jack Hulland, Porter Creek, Vanier and Del Van Gorder (Faro).

Wilson Reading System

Special Programs continues to offer training to school-based teachers on the Wilson Reading System. The Wilson Reading System specifically addresses the learning style of students with a language-based learning disability; however, it is beneficial to any student lacking basic reading and spelling skills.

The Wilson Reading System is a highly successful, research-based, multi-sensory reading and writing program that directly teaches the structure of words in the English language so that students master the coding system for reading and spelling. It was developed for students from Grade 2 through adult who have difficulty with written language in the areas of decoding and spelling. Many students who benefit from Wilson Reading have deficiencies in phonologic awareness that make it challenging to learn to read and spell without an explicit, systematic, and multi-sensory approach.

Certification for Wilson Reading teachers requires participation in a program that includes coursework as well as supervised work with a student for a minimum of 60 lessons of instruction during Level I training, and 100 lessons plus 20 seminar hours for Level II training. A certified Wilson Trainer observes lessons and provides feedback to the teacher.

Support to Students with Fetal Alcohol Spectrum Disorders (FASD)

Youth FASD Diagnostic Team

Support for students is provided based on identified need, and not a diagnosis. However, diagnosis may assist students and their families to identify appropriate community supports, both now and when leaving school. A FASD coordinator from the Child Development Centre works with a team of Department of Education Special Programs consultants and a physician to diagnose school aged youth suspected of having FASD. It is estimated up to 10 FASD assessments could take place each year in conjunction with the regular, ongoing, support-to-school responsibilities of the consultants from Special Programs. Four assessments were completed in 2007-08. At this point in time, there is no waiting list of referrals waiting to be processed.

The Youth FASD Diagnostic Team is a unique opportunity to blend the expertise of the Department of Education professionals such as speech and language pathologists, school psychologists, occupational therapist, physiotherapists (who already support students with comprehensive assessments and school programming), with medical practitioners, Health and Social Services and community partners. Parents and/or legal guardians

must agree to the referral. For diagnosis, there must be confirmed prenatal use of alcohol.

The overall goal is for all individuals to have the additional supports needed to become as self-sufficient and productive as possible in their communities.

Making a Difference – Working with Students who have Fetal Alcohol Spectrum Disorders

After almost two years of collaboration with the Little Salmon-Carmacks First Nation, Fetal Alcohol Syndrome Society of Yukon, Yukon teachers and education assistants and Department of Education consultants, the manual *Making a Difference – Working with Students who have Fetal Alcohol Spectrum Disorders* was released in 2007. The manual provides practical strategies for helping these young people, in both the classroom and the community. It is a resource that Yukon educators can use to make a difference in the lives of their students. It offers hope in cases where educators may feel their efforts are failing to help students grow to their full potential. The manual provides guidelines for establishing relationships with individuals afflicted by FASD, as well as with their families and communities. It contains practical information that can be used in classrooms to help students with FASD.

Making a Difference - Working with Students who have Fetal Alcohol Spectrum Disorders:
These manuals are available in both French and English, on the Department of Education website and also directly from Special Programs. As well as being distributed to all Yukon schools and partner agencies, requests for this manual have been received from various places in United States, Great Britain and Australia.

Students on Individualized Education Plans (IEPs)

Students with exceptional educational needs can be recommended through the School Based Team process to have Individualized Education Plans (IEPs), which are designed to recommend either adaptations to curricula delivery or modification of program goals to ensure the special needs of the child are reflected in classroom programming. These plans guide the students' activities in school and describe the services that are to be provided to the students. IEPs identify:

- The strengths and needs of the student
- Long-term or annual goals
- Short-term specific objectives
- Suggested instructional materials, methods and strategies including required adaptations and assessment methods
- Persons responsible for the implementation of the IEP, including parents
- The period of time and process for review of the IEP
- Parents' written, informed consent for implementation

IEPs are developed by an IEP team consisting of the students (where appropriate), the parents or legal guardians, the students' teachers, other school support staff such as Educational Assistants and relevant personnel

During the 2007-08 school year, additional Boardmaker software was purchased to assist with visual and language development challenges as well as increasing the number of sound systems in Yukon schools.

Sound field systems are an assistive device that improves listening in noisy or reverberant environments like classrooms.

Like a mini loud-speaker system, a sound field system amplifies the decibel level of a teacher's voice.

Small speakers in the classroom bring the enhanced volume to all students.

This not only addresses the goal of improved academic achievement and behaviour of students but also addresses teacher voice fatigue.

The Department of Education has been installing 25 to 30 systems per year in Yukon schools since 2004 with the goal that all classrooms will eventually have this technology available.

A total of 140 classrooms were equipped by the end of 2007-08.

from the Department of Education. With parent approval and the concurrence of the school principal, other persons may be added to the IEP team, such as physician, social worker or advocate. IEPs are working documents and are reviewed at regular reporting periods and more frequently if necessary to adjust programming. For each student on an IEP, a summary of IEP goals and an evaluation is completed at the end of each school year.

Additional programming and supports are identified through the IEP process. Depending on the needs of the student, these supports may include, but are not limited to, adaptive technology (i.e., hardware and software accommodations, listening devices, Braille equipment), school and classroom accessibility (i.e., ramps, washroom/changing facilities, lifting devices, lighting, seating), seating supports, feeding support, as well as additional paraprofessional and consultative professional assistance as needed.
In the 2007-08 school year, 59 students transitioned from Child Development Centre (CDC) into Yukon schools. Of these, 28 had specific learning needs such that transition conferences were recommended. Transition conferences can include the parent(s), consultants from CDC, receiving Kindergarten teacher and school-based support staff and consultants from Special Programs.

For children attending CDC, at least two meetings are scheduled with parents during the year preceding entry into Kindergarten, jointly sponsored with CDC and Special Programs to address parents' questions and concerns. Visitations are scheduled with school personnel to visit children at CDC and then for parents and/or children to visit the school. With parents' permission, programming information is shared between CDC, the school and Special Programs staff to allow a smooth entry with the necessary supports into Kindergarten class.

Yukon Students on IEPs 2007-08 School Year
Rural and Urban/Yukon First Nation and Non-First Nation

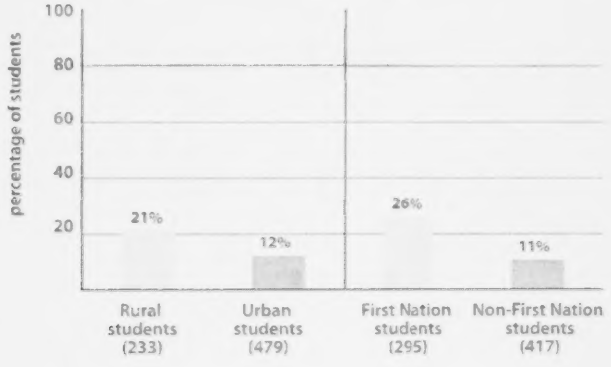


Fig 2. *The number students on IEPs, broken down by rural and urban as well as First Nation and Non-First Nation students.*

Francophone Education

Commission scolaire francophone du Yukon (csfy) #23 offers education services to enhance the personal growth and cultural identity of the territory's francophone learners. Formed in 1996, it is Yukon's only school board. It operates under the authority of the Minister of Education and has a mandate to provide French First Language (FFL) educational services for the Yukon.

Under direction from a Board of Trustees made up of five elected members chosen from Yukon's francophone community, csfy administers École Émilie-Tremblay, Yukon's only French first-language school. The csfy is also mandated to support French first-language program requests anywhere in Yukon where sufficient numbers warrant the service. At present, FFL is offered as a program in Whitehorse.

In 2007-08, approximately 139 students attended École Émilie-Tremblay. There were 18.5 full-time equivalent teacher positions and four educational assistants.

The following section has been submitted by the Director General of csfy per s. 5(h) of the *Education Act*.

Administration Report
Commision scolaire francophone du Yukon #23
2008 Annual General Meeting

For the 2007-2008 school year, the cfsy has chosen to emphasize two very important projects: the development of a language enrichment program (francization) to help students and parents with language needs, and the development and implementation of new programming in the secondary school.

This report is a summary of the different focus areas of the cfsy for the 2007-2008 school year.

1. *Programming*
2. *Communication*
3. *Community relations*
4. *Relations with the Department of Education*
5. *Relations with the national network*
6. *Overall results*

1. Programming

The School Board continues to provide quality education to all students from junior Kindergarten to Grade 12.

- The cfsy offers complete and linear programming from junior Kindergarten to Grade 12, and all students are in school full time.
- Staff use a grammatical reference book that has been put together to meet the needs of the school's students.
- The language enrichment program (francization) is under development and staff have participated in professional development sessions to get this service up and running. The service is offered to all students to foster inclusion. Moreover, the persons in charge of language enrichment (francization) and exogamy have given information sessions to anglophone parents. The service and activities are showing results in classrooms with students and in the community with parents.
- The active living program (Boules de feu) for students from Kindergarten to Grade 6 is continuing with a running race in the spring and fall and cross-country skiing in the winter. The program promotes a healthy and active lifestyle for all.
- The school likes to think that it is a green school, and as such is continuing its recycling program. The Grade 3/4 class is in charge of the program for the school.
- Remedial education and psychological re-education services are available to all students. Assessments, diagnoses and follow-up sessions are conducted with the school's staff and families. Furthermore, specialists from the Department of Education work with staff and students as needed. The cfsy has used the services of a B.C. psychologist to conduct assessments on targeted students.
- Planning of the new secondary school program is in place. Programming is spread out over five years and focuses on five aspects (the individual, school values, fine arts and sports/nature, sustainable development and education). Experiential planning is incorporated into the subjects. Moreover, emphasis is on promoting this new program. Planning covers all learning objectives.
- Laptop computers have been given to secondary students and teaching staff. This tool improves access to resources and facilitates computer use during experiential activities.
- A student radio station was created for secondary students. Grade 7 and 8 students played a variety of music during lunch hour.

2. Communication

- The web site was launched, serving the cfsy, Émilie-Tremblay school, Académie Parhélie and Garderie du petit cheval blanc. Some staff from the school, daycare centre and cfsy were trained to update the site regularly.
- The cfsy uses this tool to circulate all information relevant to the community: invitations to meetings, agendas, minutes, policies, employees and strategic planning.
- The cfsy holds public meetings regularly. Meetings are followed by a forum to give parents a platform for discussion.

3. Community relations

- It was important for cfsy to develop visibility strategies and clarify the roles between community agencies and the cfsy. This will continue in the long term.
- The cultural integration coordinator played a big part in establishing and developing partnerships with the community. Different initiatives were launched and others continued. The coordinator is a key position in the continued development of partnerships with various community stakeholders.
- The cfsy provides financial assistance to the cultural sector of the Association franco-yukonnaise (AFY) to help with its various activities.

- The school's students will continue to produce in the Aurora Borealis.
- The cfsy is increasingly supporting the Garderie du petit cheval blanc in education development, and a staff member from the school was freed up to give francization workshops to the children in the daycare centre.
- A contract worker was hired to conduct a feasibility study on the possibility of the cfsy taking over management of the daycare centre, following a request from the daycare centre.
- The cfsy makes its premises and equipment available to the community when needed.
- Students, staff, elected officials and employees of the School Board are involved in the Yukon community at several levels.

4. Relations with the Department of Education

The Department of Education offers students and staff at the Émilie-Tremblay school the following services:

- Property maintenance and repairs
- Bus transportation
- Administration of pay and collective agreements
- Tech support
- Territorial policies that are not included in the cfsy policy document
- Services for students with difficulties
- Services of an education adviser
- External evaluation of the school's educational project

In the last year, the cfsy has been working towards full school governance, and took part in several negotiation sessions.

5. Relations with the national network

The cfsy participates in the meetings of three national organizations and one regional organization: Fédération nationale des conseils scolaires francophones (FNCSF); Association canadienne d'éducation de la langue française (ACELF); Regroupement national des directions générales en éducation (RNDGÉ); and Association des directions d'éducation de l'Ouest et du Nord (ADÉON).
I now sit on the ADÉON executive.

- The FNCSF has an annual meeting that is attended by the cfsy administration and Chair. The FNCSF is the representative organization for all school boards outside Quebec. This organization is involved at all levels of education and puts forward claims to the federal Department of Education.
- The ACELF also holds an annual meeting which various school stakeholders are invited to attend (usually two people represent the Yukon).
- The RNDGÉ and ADÉON hold different meetings throughout the year to give administrations a chance to forge networks, share their experiences and implement joint projects.

Here are a few projects of particular importance to the students at Émilie-Tremblay:

- Creation of CLAN – the centre for leadership and outdoor adventure (Powell River), which is offered to Grade 8 students every year. CLAN also trains classroom teachers.
- Homework SOS – a national online service that can be accessed by our students for help with homework assignments.
- A virtual library for the West and North.
- Development and networking of correspondence courses.
- The arrival of two education interns.
- Refresher training offered to staff members during the summer session.

6. Overall results

- The cfsy did not run a summer camp this year.
- The School Board promotes professional development. Staff members are increasingly being invited to take part in professional development workshops that fit with their career enhancement plans and the school's education project.
- The School Board enjoys rewarding the successes of Émilie-Tremblay students every year, such as at the Méritas Gala and the graduation ceremony.

Conclusion

The cfsy has hired new leadership that has put strategies in place for sound and determined school governance. The school's administration works closely with all staff to provide quality education to all students under their supervision.

A lot of energy has been invested in the development and commencement of the new secondary school program.

The concept of lifelong learning continues to be a priority for the cfsy. The Board is in regular contact with the daycare centre to find strategies that will improve services offered to parents. It takes a community to raise a child, and by working together we can continue to give our children the best education in the Yukon.

In conclusion, on behalf of the School Board, I would like to thank all the staff at the school for its hard work and professionalism, parents who have placed their trust in the school and community stakeholders who regularly work with us to give our students high quality education with a special Franco-Yukoner flavour.

Report prepared by Lorraine Taillefer, Director General, and received by csfy.

Threat Assessment Program

The safety of our children is a top priority. Worldwide events that occur involving students who commit violent acts against others cause government officials, educators, parents, students and other community members to examine how we can best make our schools and communities safe for our children.

The Public Schools Branch is involved in an intensive safety training program with our community partners – the RCMP, the Department of Health and Social Services and the Department of Justice. This training helps our professionals recognize and assess the warning signs and put in place interventions to support students considered at risk, so that their behaviour does not become hurtful or destructive to themselves or others.

Tutorial Support

The Department of Education has made funding available to support all students in all 14 rural communities as well as students in some Whitehorse schools, through the First Nations, and Gadzoosdaa Residence. The funds can be administered by First Nations, school councils or other community agencies. By leaving administration in the hands of the community, the programs can be designed to fit the needs of the community.

Tutoring is another intervention strategy, and it promotes reinforcement of some of the concepts already taught. It allows students to practice at their own pace and in a setting conducive to their learning. In tutoring, the incentive for learning can be motivational and helps to build personal responsibility for success.

Tutoring has helped students improve their academic abilities, and parents from across Yukon have said their children have benefited immensely from the program. When kids feel prepared for school, they can feel confident about themselves and their schoolwork and be excited to go to school.

Curriculum

The Department of Education establishes the curriculum and general philosophy of education for all Yukon schools.

The Government of Yukon is a full partner in the Western and Northern Canadian Protocol (WNCP). This protocol supports the development of common curriculum frameworks for Western and Northern Canada.

The British Columbia program of studies forms the basis of the Yukon curriculum; however, the branch and its educators frequently adapt programming to reflect local needs, conditions and opportunities. For example, Yukon is working hard to enhance its curriculum to reflect Yukon First Nations' cultural and linguistic diversity. In addition, the Public Schools Branch has a wide variety of programs to support the unique educational needs of Yukon students. Highlights of some of these programs are described in this report.

Yukon's Partners in Education

To have a responsive and engaging education system, the Department is working to engage partners in education to guide and support our schools.

First Nations Programs and Partnership Unit

Since August of 2006, the First Nations Programs and Partnership Unit (FNPPU) has worked to build productive relationships with all stakeholders involved with First Nations education, improve the results of First Nations students, to work towards eliminating the achievement gap and to integrate Yukon First Nation content, perspectives and practices, including appropriate protocol, throughout the education system.

Working collaboratively with the Yukon First Nation Education Advisory Committee (which invites representation and participation from all Yukon First Nations), the FNPPU has developed several exciting First Nation curriculum

materials and resources for the Yukon classroom. The FNPPU implements the Yukon First Nation second language programs, the Yukon First Nation Language Teacher Trainee Program; the Elders in the School Program; the Community Orientation and the three-day New Teacher Orientation to Yukon First Nation cultures, histories and languages; and a Yukon First Nation Language Proficiency Program, which provides independent, motivated students with the opportunity to pursue structured study in developing language proficiency in their First Nation Language.

Yukon First Nations Education Advisory Committee

Coordinated by the First Nations Programs and Partnership Unit, the YFNEAC includes members from all Yukon First Nations, appointed by their First Nations. Its members are Elders, teachers, education and human resource directors, Chief and Council members, land claims experts and other leaders directly involved in education in relation to First Nations People.

The YFNEAC provides technical advice, guidance, support and recommendations to the Department of Education's Public Schools Branch staff about Yukon First Nations education in the K–12 system. It aims to ensure that Yukon First Nations Elders' perspectives and knowledge are incorporated into the work of the YFNEAC and school programming.

School Boards, Councils and Committees

Education in the Yukon is a partnership between governments, educators, school councils/boards/committees, parents, students and community. Each partner has an important role to play. In November 2000, the Association of Yukon School Councils, Boards and Committees (AYSCBC) was established as a registered society to provide services and support to its member organizations, such as with training, coordination, facilitating communication among groups and providing expert advice.

Each parent has a role to advocate on behalf of their child. A board, council or committee supports the school in working in the best interest of all children in the school, as well as having a responsibility to contextualize their school's needs within the larger Yukon perspective, considering the needs of all Yukon students. These groups provide a community point of view on decisions at both the school and Department levels. In the 2007-08 school year, there has been parental representation on the Department's School Growth Planning Committee and the Secondary School Program Review Committee.

Northern Strategy Trust Funding

In 2007-08, the Department of Education supported four Northern Strategy projects. The Northern Strategy Trust is implemented in collaboration with First Nations under the direction of the Yukon Forum.

Walking Together to Revitalize and Perpetuate Yukon First Nation Languages

In 2007-08, the Department of Education committed $150,000 of Northern Strategy funding to this multi-year project, undertaken in partnership with Council of Yukon First Nations. This project is still in the development stages, with the aim of utilizing a community process to work with First Nations affiliated with the Council of Yukon First Nations to develop local Language Revitalization and Maintenance Plans.

Revitalizing Culture through Story and Technology

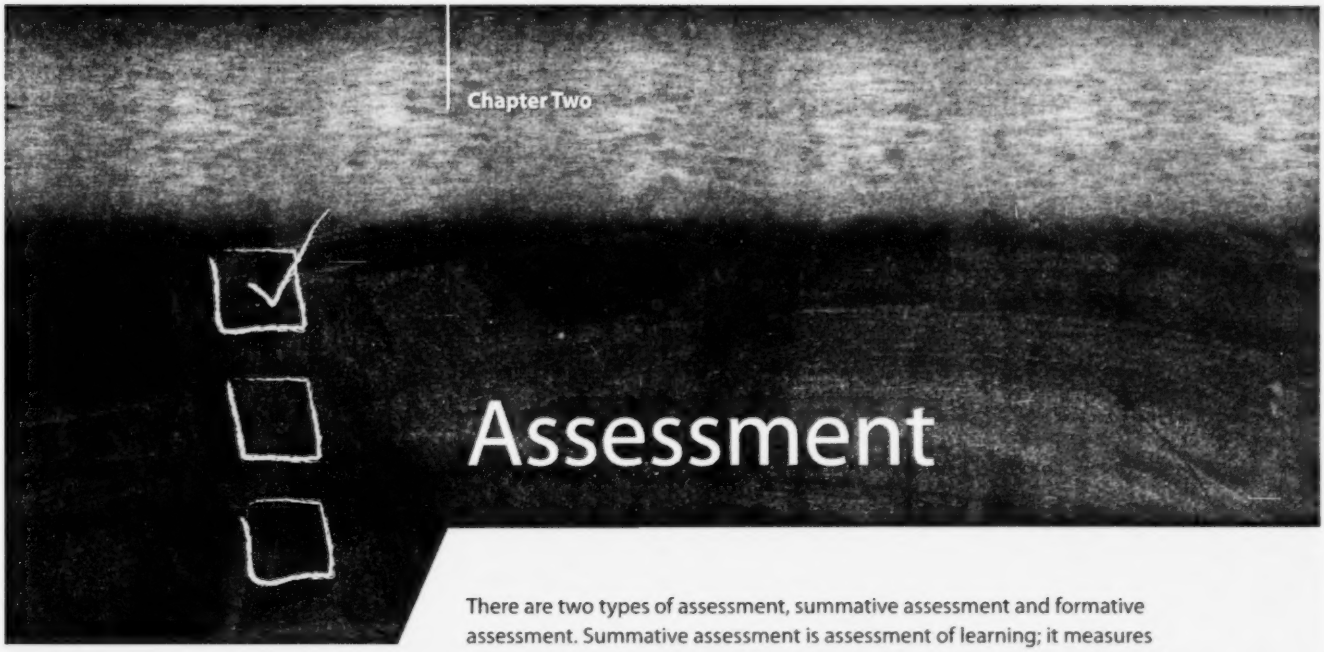
In 2007-08, the Department of Education committed to supporting this three-year project, which has a total budget of $415,000. Under the guidance of the Yukon First Nation Curriculum Working Group, which represents the eight Yukon First Nation Language Groups, a DVD will be produced that will feature Yukon First Nations Language and Culture.

Training to Develop Municipal and First Nation Government Capacity

Association of Yukon Communities is managing this four-year project, with the contribution of $95,000 in the 2007-08 fiscal year and a total commitment of $700,000. The project focuses on three pillars: strengthening governance, partnerships and institutions; protecting the environment; and building healthy and safe communities. The project is expected to contribute to healthier, safer Yukon communities, built on increasing communities' capacity to develop as communities, by increasing their ability to maintain their existing and future infrastructure and governance structures.

Boards and Committees Leadership Training

In March 2008, the Government of Yukon and Tr'ondëk Hwëch'in signed an agreement that commits $405,000 in new funding to 2010 through the Government of Canada's Northern Strategy Trust Fund to Tr'ondëk Hwëch'in for provision of Board and Committee Leadership Training Services. The project supports and develops training opportunities, addressing such areas as board development, capacity building, volunteer management and organizational management.



Chapter Two

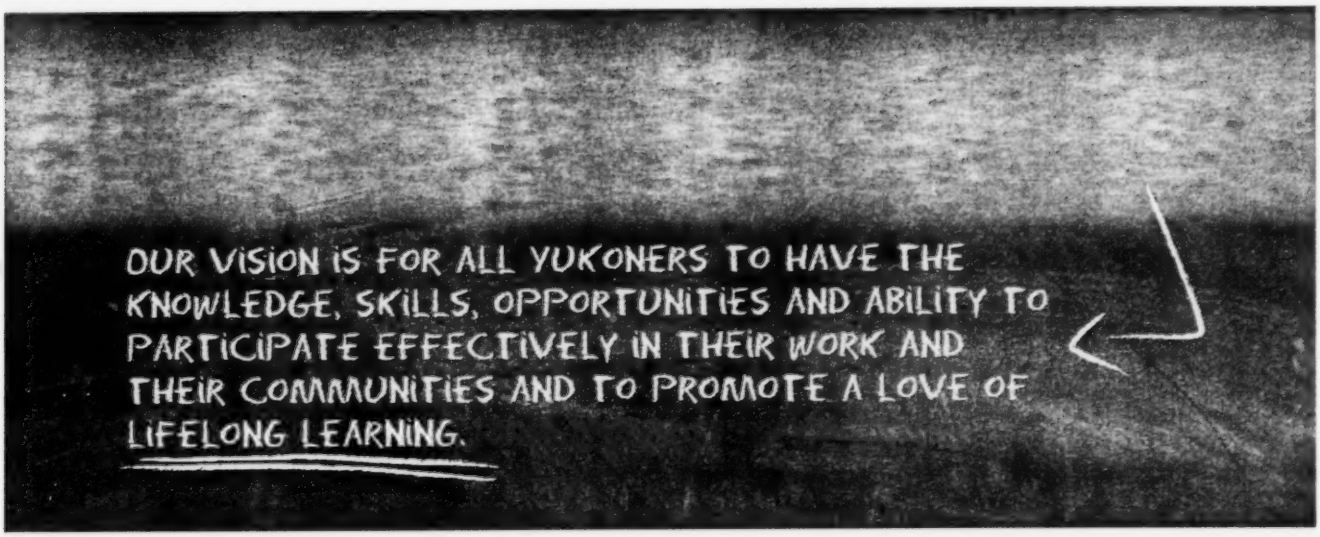
Assessment

There are two types of assessment, summative assessment and formative assessment. Summative assessment is assessment of learning; it measures students' competencies and skills and reports their level of learning in relation to the established grade level learning outcomes specified for important curricular areas. Summative assessments may be in several forms; their designs may be classroom based, school based or systemic based, as in the use of norm referenced standardized tests. One of the key purposes of summative assessment is to inform others about systemic trends; the purpose of the Yukon Achievement Tests and the B.C. Provincial Exams is to assess students' proficiencies in the instructional goals defined for the content areas at the relevant grade levels. Summative assessment is designed to provide time-specific evidence about how well students are learning.

Formative assessment, assessment *for* learning, is focused on providing evidence of contextually relevant, individual student learning and is used for ongoing instructional planning and student feedback. Formative assessments are designed to uncover the depth of student knowledge and understanding in a particular area and to make immediate decisions about student learning strengths and needs so that instruction may be differentiated to provide productive interventions and successful learning opportunities. Assessment for learning is timely; its potential to inform the student through immediate feedback about his/her performance on a given task enhances the iterative learning process. The student then remains motivated to improve his/her knowledge and skills; instruction is therefore aligned to student learning goals. Assessment as learning then becomes a possibility as students become more involved and responsible for their own success as learners.

Both summative and formative assessment may be used together to develop a comprehensive picture of student learning in Yukon.

Both summative and formative assessment may be used together to develop a comprehensive picture of student learning in Yukon. All assessment must have a purposeful framework; evidence from assessments informs individual student and classroom instructional planning, school growth planning, and the Department of Education planning. All evidence-based decisions are interconnected; thus, the Department is committed to aligning the collective inquiry based conversations with improvement planning for quality learning opportunities for all Yukon students.


OUR VISION IS FOR ALL YUKONERS TO HAVE THE KNOWLEDGE, SKILLS, OPPORTUNITIES AND ABILITY TO PARTICIPATE EFFECTIVELY IN THEIR WORK AND THEIR COMMUNITIES AND TO PROMOTE A LOVE OF LIFELONG LEARNING.

The Department is currently reviewing assessment practices in Yukon. The heightened focus strives to ensure that the assessment framework is authentic, informative, and that it genuinely reflects the learning strengths and needs of Yukon students. The role of formative assessment will be further embedded to align systemic planning that will identify priorities, enable continuous knowledge and skill development, and thus obtain the expected results for student learning. The rigor of formative assessment will then influence the restructuring of summative assessment practices; founded in best practice and research, the cohesive assessment framework will promote consistency in reporting for accountability.

With the emphasis on providing a quality education for each and every student, assessments must measure what is most valued, and the data must inform instructional practice, curricular programming and methods of delivery.

Assessing our Assessment Tools

The Department is taking a close look at what data we should be collecting, how we are collecting data, how we are doing assessments, and how that information should be interpreted. Assessments need to be informative, so that they can impact how we deliver our programs and clarify the directions we are choosing in our programming. Authentic assessment informs learning, and it will help us identify what programs and supports are needed, as well as which programs and supports are most effective for individual students. Improving our assessments will help us look at intervention differently and inform how we program for the students' needs.

Across the country, educators are learning new ways to deliver programs and new ways to do assessments. Yukon Department of Education is committed to advancing in these areas, as well. Over the next several years, the way we report student achievement will evolve. We are undertaking an ongoing process to ensure the data will be more clearly connected to the student achievements and objectives and will be a more useful tool in shaping our education system.

We are working to ensure the data genuinely reflects what is going on with the students.

Achievement Tests

This report provides information that relates to the assessments mandated by the Department of Education. It does not cover the many other important formative methods of assessment that exist in Yukon schools. Summative assessment tests provide a snapshot of how a student does on one particular day and should be considered in the context of other classroom assessments that are more reflective of the child's ongoing demonstration of learning.

The Department of Education mandates various assessments to monitor the performance of students in key academic areas and at key transitions in students' educational experiences. As well, the Department of Education uses the results of these assessments as indicators of the education system's performance. While indicators can show trends and raise interesting questions, they cannot alone provide explanations or conclusions. Additional research will always be required to diagnose the cause of problems and to assess solutions.

The performance indicators presented in this report are designed to give a picture of how students are achieving for the report year, over time, and in comparison with other jurisdictions.

Assessment Program Administered for 2007-08

Yukon Achievement Tests (YAT)	**Grades Involved**
Math and Language Arts	Grades 3, 6 and 9
B.C. Provincial Exams (BCPE)	Grades 10, 11 and 12

Yukon Achievement Standards

In August 1994, the Deputy Minister of Education established the standard for student achievement on mandated assessments. This standard, still in effect today, indicates that 85% of students should demonstrate Successful Performance (i.e., achieving 50% or better) and 20% of students should demonstrate Excellent Performance (i.e., achieving 80% or better). Information in this section indicates how well students performed against the standard in the YATs and the BCPEs.

Overview of Achievement in Mathematics and Language Arts

The Public Schools Branch is continuing to monitor systemic indicators in the areas of numeracy and literacy. The figures in this section provide objective information related to mandated assessments in the areas of Mathematics and Language Arts in Grades 3, 6, 9, 10 and 12. The figures detail student performance in terms of the Yukon Achievement Standards defining success and excellence.

Achievement in Language Arts 2007-08 (Grades 3, 6, 9, 10 and 12)

Fig. 3. *The percentage of students achieving scores of 50% or better in Language Arts. LA means Language Arts, COM means Communications, EN means English.*

Excellence in Language Arts 2007-08 (Grades 3, 6, 9, 10 and12)

Fig. 4. *The percentage of students achieving scores of 80% or better in Language Arts. LA means Language Arts, COM means Communications, EN means English.*

Figures 3 and 4 indicate a decrease in literacy skills in Grades 3, 6 and 9 but an increase in performance at the secondary school level. From 2007 to 2008, there was significant improvement made by students in English 10; over 10% more achieved the standard of excellence. This was also reflected in Communications 12 and English 12, where more students performed at the defined level of excellence.

Achievement in Mathematics 2007-08 (Grades 3, 6, 9, 10 and 12)

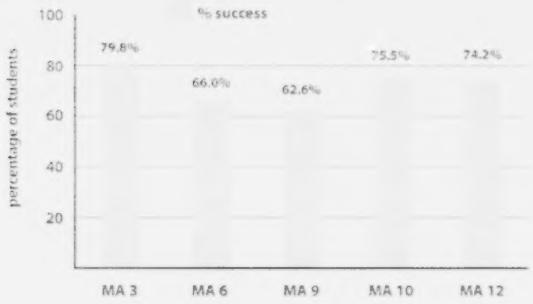


Fig. 5. *The percentage of students achieving scores of 50% or better in Mathematics.*

Excellence in Mathematics (Grades 3, 6, 9, 10 and 12)

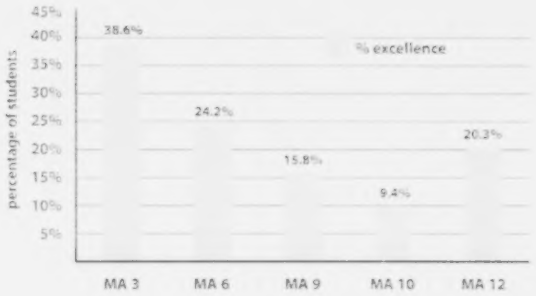


Fig. 6. *The percentage of students achieving scores of 80% or better in Mathematics.*

Figures 5 and 6 indicate data relatively consistent with that of 2007. Although the department did not meet its achievement standard of 85% of students achieving success, there was an increased number of students reaching the level of success and the level of excellence in Mathematics 12. Grade 9 students showed the most significant decrease in performance levels from last year.

Yukon Achievement Tests (YAT)

The Yukon Achievement Tests are curriculum-referenced tests based on the Western and Northern Canadian Protocol (WNCP) common curriculum framework in Mathematics and Language Arts. As Yukon is a participating member in WNCP, this allows us to utilize these Alberta-based tests, and to make comparisons to Alberta results. Yukon students are expected to write the Yukon Achievement Tests at the end of Grade 3 and Grade 6. The Math 9 and English 9 tests are written at the end of the course (i.e., semester or year end) and count as 25% toward the student's final mark for the course.

To better understand the results presented in this section, please refer to the Guidelines for Interpreting Yukon Achievement Test Results at the end of this report (Appendix 3).

The key purposes of the YAT assessment of student learning against curriculum-based standards are:

- To determine if students are learning what they are expected to learn,
- To report to Yukoners how well students have achieved territorial standards at given points in their schooling, and
- To assist schools and the Department of Education in monitoring and improving student learning.

YAT Reporting

Several levels of reports are provided to schools for the Yukon Achievement Tests. The first report is a school level summary, which provides the aggregate results of the school in comparison to Yukon as a whole, as well as Alberta results. The second report is a school profile that lists all students' results in each particular school. Finally, the Individual Student Profile reports on a single student's results. A copy of this last report is placed in the student's permanent record and is available for parents to review with the teacher. YAT reporting does not reflect the performance of all students in Grades 3, 6 and 9, only the students who participated in the testing. Students may be absent on the day of testing or may be exempted for a number of reasons. The assessment information is further disaggregated into rural, urban, First Nation and Non-First Nation data. Individual school-based results are presented in Appendix 4 .

In October, Curriculum and Special Programs Consultants provide schools with test item analysis information. Follow-up support is available to guide reflective practices and to elicit purposeful strategies for improving individual and collective student learning and for professional in-servicing targeted to meet identified needs.

The Department is currently reviewing best practices and intervention strategies to enable the better differentiation of instruction. We also understand that success can be measured in different ways; for example, by making accommodations for cultural and traditional ways of knowing and representing knowledge. These tests are just one method of assessing student learning.

Grade 3 Highlights

In Language Arts 3, the Yukon aggregate average score decreased from 66.6% last year to 65.1% in 2008. Yukon scores in Language Arts have been decreasing for the last three years. At the same time, Alberta scores remained consistent with last year's performance. In Mathematics 3, the Yukon aggregate average score dropped this year to 69.3% from 70.7% in 2007. Yukon scores in Mathematics have been declining for the past two years. As in Yukon, Alberta had a significant decline from 2006 to 2007 but showed consistent performance, with comparable scores of 71.9% last year and 72.3% in 2008.

English Language Arts 3 Average Scores

Fig. 7 and 8. *A comparison of the average scores of Grade 3 students in Language Arts and Mathematics in 2008 for Yukon and Alberta.*

Mathematics 3 Average Scores

Distribution of Results

YAT results are also reported through the distribution of marks broken down by the achievement standards that were set by the Deputy Minister in 1995. The data indicate the percentage of students in Grade 3 who achieved at each of the specific levels of below standard (0% to 49%), success (50% and above) and excellence (80% to 100%).

Language Arts 3 - Yukon Distribution of Results

Mathematics 3 - Yukon Distribution of Results

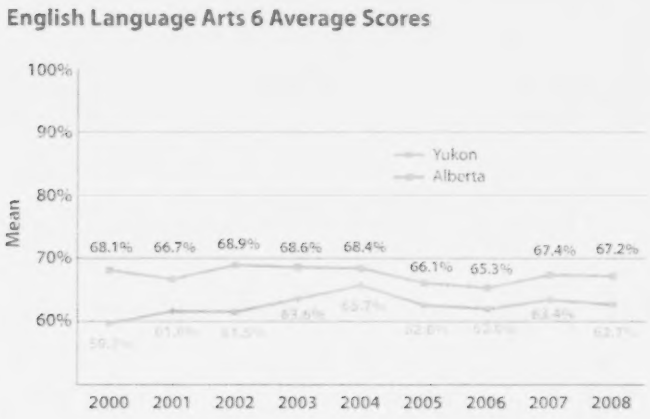
In Language Arts, the percentage of students who performed below standard increased significantly. The percentage of students who performed successfully decreased, and the percentage of students who achieved excellence increased slightly.

In Mathematics, the percentage of students who performed below standard increased slightly, the percentage of those who achieved success remained constant, and the percentage of those who achieved excellence decreased slightly.

Fig. 9 and 10. *The percentage of students' achievements at levels of below standard, success and excellence over time in Language Arts and Mathematics for Grade 3.*

Grade 6 Highlights

In Language Arts 6, the Yukon aggregate average score for 2008 remained consistent with the previous three years. In 2008, the aggregate average score was 62.7%; last year it was 63.4%. The scores have remained relatively consistent for the past four years. The Alberta aggregate average score also remained steady at 67.2%. In Mathematics 6, the Yukon aggregate average score increased from 58.7% last year to 60.0% in 2008. The Alberta aggregate average score increased from 64.4% in 2007 to 67.2% in 2008.



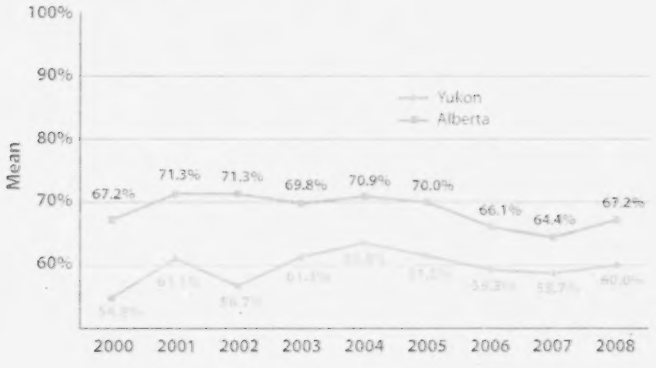


Fig. 11 and 12. *A comparison of the average scores of Grade 6 students in Language Arts and Mathematics in 2008 for students in Yukon and Alberta.*

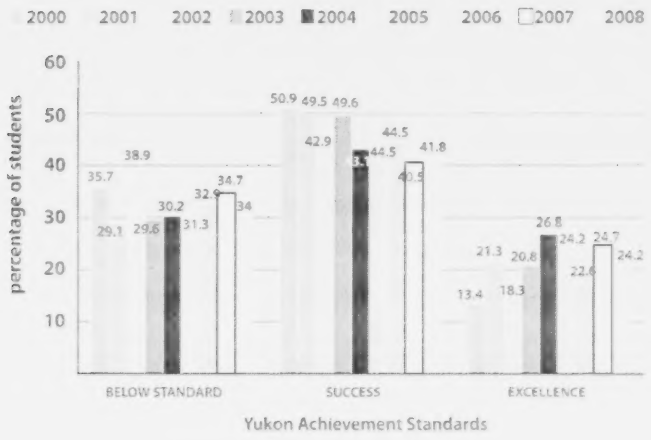
Distribution of Results

The distribution of results indicates the percentage of students in Grade 6 who achieved at each of the specific levels of below standard (0% to 49%), success (50% and above), and excellence (80% to 100%).

In Language Arts 6, the number of students performing below standard went up slightly. The percentage of those students who achieved success remained constant, and the percentage of those students achieved excellence went down slightly.

In Mathematics 6, the number of students who performed below standard remained constant; the percentage of those students who achieved success increased, and the percentage of those who achieved excellence remained constant.

Language Arts 6 - Yukon Distribution of Results



Mathematics 6 - Yukon Distribution of Results

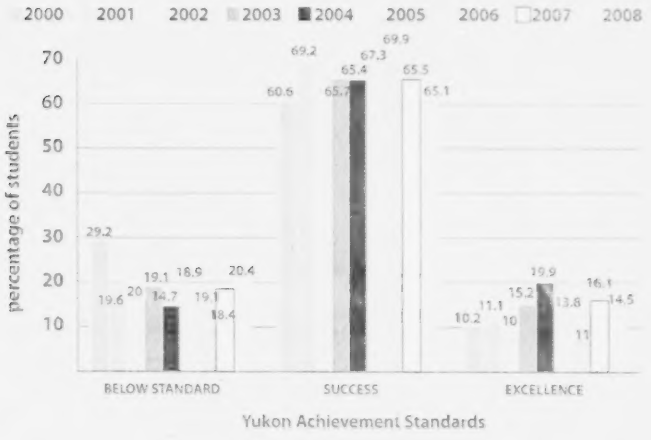


Fig. 13 and 14. *The percentage of students' achievements at below standard, success or excellence over time in Language Arts and Mathematics for Grade 6.*

Grade 9 Highlights

This is the ninth year that Yukon students wrote the Language Arts YAT test. The Yukon average score for Language Arts 9 in 2008 dropped to 60.6%, which represents a return to the 2005-06 average. The average score for Alberta students in 2008 remained consistent with the 2007 scores. In Mathematics, the Yukon average decreased to 56.4% from 60.0% last year. For several years the math average scores have been quite consistent; this drop is of concern. Alberta average scores also decreased from 2007 to 2008. This year, the average of 60.6% was down one percentage point from 61.8% last year, and indicates a decreasing trend in the Alberta scores since 2004.

English Language Arts 9 Average Scores

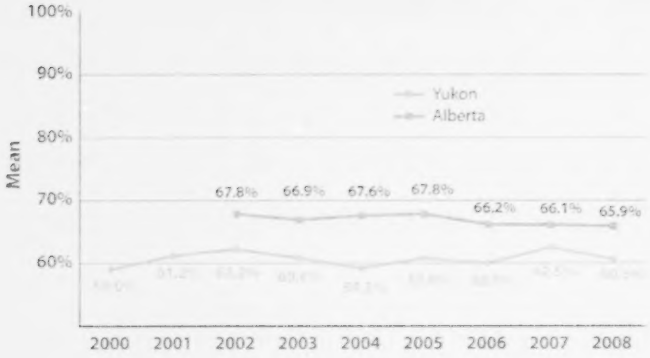


Fig. 15 and 16. *A comparison of the average scores of Grade 9 students in Language Arts and Mathematics in 2008 in Yukon and Alberta.*

Mathematics 9 Average Scores

Distribution of Results

The distribution of results indicates the percentage of students in Grade 9 who achieved at each of the specific levels of below standard (0% to 49%), success (50% and above), and excellence (80% to 100%).

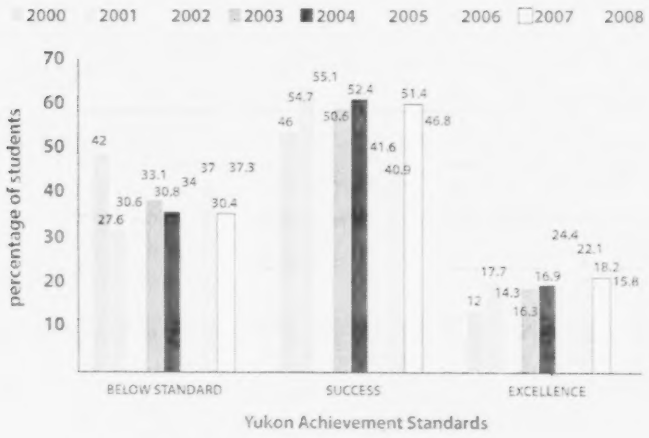
Language Arts 9 - Yukon Distribution of Results

The Language Arts distribution of scores for Grade 9 in 2008 indicates that the percentage of students who did not meet standards went up, the percentage of students who performed successfully remained constant, and the percentage of those who performed at levels of excellence decreased.

The Mathematics distribution of scores for Grade 9 in 2008 indicates that the percentage of students who performed below standard increased significantly and that the percentage of students who achieved success or excellence decreased.

Fig. 17 and 18. *The percentage of students' achievements at below standard, success or excellence over time in Language Arts and Mathematics for Grade 9.*

Mathematics 9 - Yukon Distribution of Results



Cohort Comparisons

The Department of Education performs a cohort comparison of the Yukon Achievement Tests. That means that we compare the results of the same group of students at Grade 3 and again at Grade 6, and another comparison of how the same group students perform in Grades 6 and 9. Only the students who actually write both tests are included in this comparison.

In 2008, the indicators point to decreasing scores between Grades 3 and 6 and Grades 6 and 9 in Language Arts and Mathematics. The decline is especially noticeable in Mathematics. This declining performance in Mathematics as indicated by the Yukon Achievement Test results is an area to be addressed at both the school and Department of Education levels. In Language Arts, although there was not as steep a decrease in scores, the decline is still of significance. In both subject areas, Alberta scores also decreased, except for an improvement made between Grade 6 and 9 in Language Arts.

Yukon Achievement Tests 2005 vs. 2008 Math 3 to Math 6 Cohort Comparison and LA 3 to LA 6 Cohort Comparison

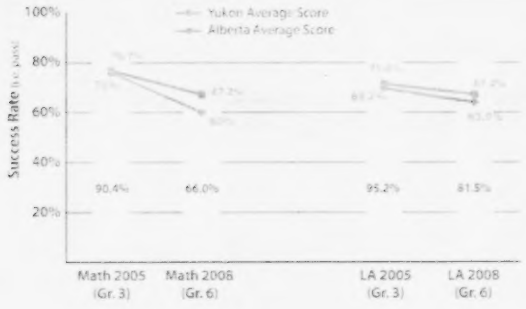


Fig. 19. *Comparison of average scores for Grade 3 and 6 cohorts in Mathematics and Language Arts.*

Yukon Achievement Tests 2005 vs. 2008 Math 6 to Math 9 Cohort Comparison and LA 6 to LA 9 Cohort Comparison

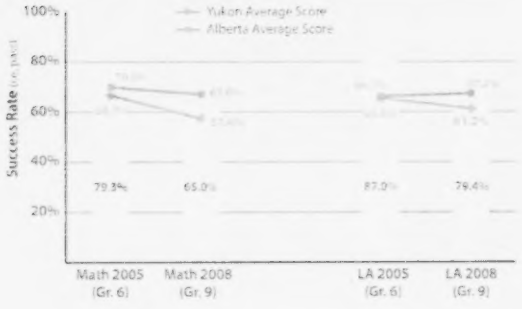


Fig. 20. *Comparison of average scores for Grade 6 and 9 cohorts in Mathematics and Language Arts.*

Achievement – A First Nation Perspective

Figures 21 through 25 are provided to allow comparisons between the performance of First Nation students and that of Non-First Nation students for the 2007-08 school year, as assessed through the Yukon Achievement Tests in Mathematics and Language Arts.

The first two figures represent the average score of First Nation students on both the Math and Language Arts Yukon Achievement Tests. In Language Arts, Grade 3 First Nation students' average score was down slightly by one percentage point, Grade 6 First Nation students performed comparably, and Grade 9 First Nation students' average score decreased by over five percentage points.

In Mathematics, Grade 3 First Nation students performed comparably to last year. In Grade 6 Mathematics, the average score improved by 4%, and in Mathematics 9 the average score decreased by 4.4%.

Yukon Achievement Test – Language Arts
Average Scores – Yukon First Nation Students

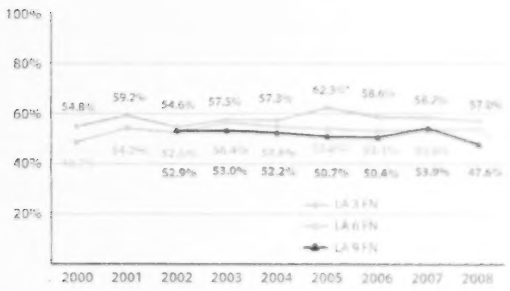


Fig. 21. *Yukon First Nation YAT average scores for Language Arts. First Nation ancestry is based on self-identification.*

Yukon Achievement Test – Mathematics
Average Scores – Yukon First Nation Students

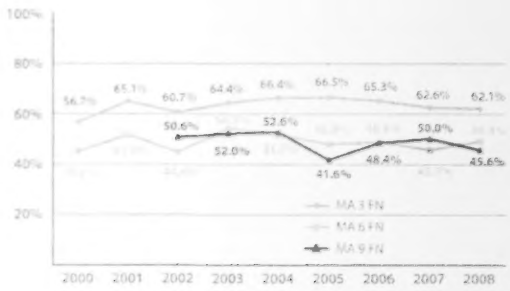


Fig. 22. *Yukon First Nation YAT average scores for Mathematics. First Nation ancestry is based on self-identification.*

Success is defined as students achieving a score of 50% and above, and 85% of students should be successful.

Excellence is defined as students achieving a score of 80% and above, and 20% of students should be successful.

Achievement in Grade 3 (2007-2008)
First Nation vs. Non-First Nation

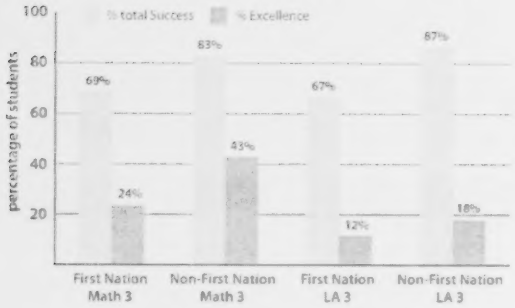


Fig. 23. *Comparison of achievement for First Nation and Non-First Nation students in Mathematics and Language Arts Grade 3.*

Achievement in Grade 6 (2007-2008)
First Nation vs. Non First Nation

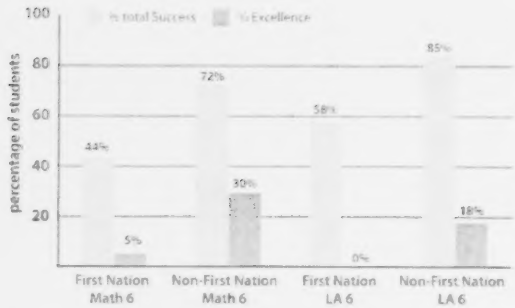


Fig. 24. *Comparison of achievement for First Nation and Non-First Nation students in Mathematics and Language Arts Grade 6.*

In Grade 3 Math, 69% of First Nation students achieved a score of 50% or above, compared to 83% of Non-First Nation students. In Grade 3 Language Arts, 67% of First Nation students achieved a score of 50% or above, compared to 87% of Non-First Nation students. The percentage of students at the excellence level for First Nation students remains significantly below that of Non-First Nation students.

In Grade 6 Mathematics, 44% of First Nation students achieved at the 50% or above level compared to 72% of Non-First Nation students. In Grade 6 Language Arts, 58% of First Nation students achieved at the 50% or above level compared with 85% of Non-First Nation students; First Nation students did not achieve excellence in Language Arts and were significantly below the percentage given for Non-First Nation students in Mathematics.

Achievement in Grade 9 (2007-2008)
First Nation vs. Non-First Nation

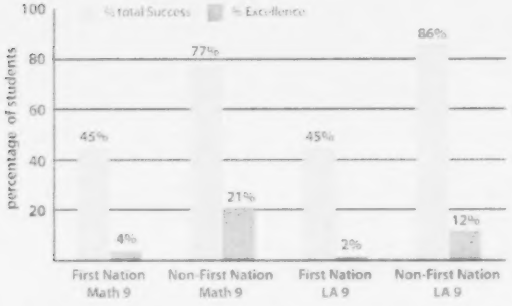


Fig. 25. *Comparison of achievement for First Nation and Non-First Nation students in Mathematics and Language Arts Grade 9.*

In Grade 9 Math, 45% of First Nation students achieved at the level of 50% and above, compared to 77% of Non-First Nation students. In Language Arts 9, 45% of students achieved at the level of 50% and above, compared to 86% of Non-First Nation students. In both Mathematics 9 and Language Arts 9, First Nation students performed significantly below that of Non-First Nation students in reaching the defined level of excellence.

In all cases, First Nation students' average scores are below those of Non-First Nation students. It is important to note that the Yukon achievement results are consistent with the disparity in performance levels between First Nation and Non-First Nation students across Canada. There are a number of factors that may contribute to these results. The Department is currently working with the First Nation Programs and Partnerships Unit and the Yukon First Nation Education Advisory Committee to research relevant content and program delivery for First Nation students. One important focus for the coming years is providing evidence of learning through formative assessment that guides the differentiation of instruction to the individual needs of each student.

In 2008, the Department of Education released a document prepared with the Yukon First Nation Education Advisory Committee entitled *Helping Students Succeed: Vision, Goals and Priorities for Yukon First Nation Educators.* The number one goal in this document refers to student achievement and success: "The Yukon has an education program and environment in which Yukon First Nations students graduate from Grade 12 fully ready for post-secondary training, education and employment, with the Yukon First Nation perspectives, values, knowledge, skills and language to help find the balance to live peacefully and respectfully with themselves, one another and the land." The visions expressed in this document will be used to guide programming and interventions so that this goal and the others can be realized.

British Columbia Provincial Exams (BCPEs)

As the B.C. Program of Studies forms the basis of the Yukon curriculum, Yukon students enrolled in a number of specific Grade 10 and 12 courses are expected to write the B.C. Provincial Exams for those courses. The 2007-08 school year marks the fourth year that these exams were written at the Grade 10 level in Mathematics, Language Arts and Science and the third year they were written at Grade 11 in Social Studies. These exams are written at the end of the course (i.e., semester or year end) and count as 20% towards the student's final mark for the course in Grades 10 and 11, and 40% towards the student's final mark for the course in Grade 12.

The B.C. Provincial Exam program:

- is a tool used to monitor whether Grade 10, 11 and 12 students meet consistent standards of achievement in academic subjects,
- enables equity for graduating students from all schools when applying for admission to post-secondary institutions, and
- facilitates dialogue around educational planning for secondary programs.

Grade 10, 11 and 12 Highlights

With 21 possible provincial exams available for students to write, it would not be feasible to include trend information for all exams. For the purpose of this report, trend information has been provided to show Yukon average scores over time for core subjects. Some achievements to note include an increase in the Science 10 average score from 57% last year to 63% in 2008 and an improvement in the average History 12 score, up to 77% this year from 73% last year. Geography 12 was 67% in 2008, compared to 64% in 2007, and the English 10 score increased from 64% last year to 69% this year. In addition, the English 12 score was 69% in 2007 and improved to 71% in 2008.

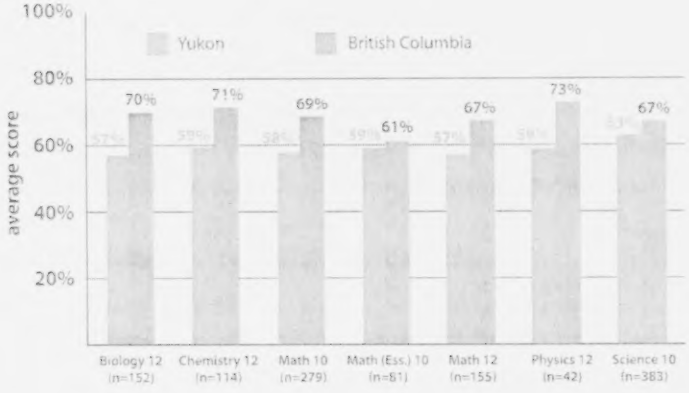
The distribution of scores indicates positive indicators of achievement in 2008. In Communications 12, English 10, English 12, Geography 12, History 12 and Socials 11, better than 85% of students demonstrated successful performance. In History 12, English 10, English 12 and Social Studies 11, better than 20% of students achieved excellence.

Out of the 14 subject areas assessed with the BCPEs, Yukon achieved higher scores than B.C. in Communications 12, English 12, and History 12 and was comparable with B.C. for English 10. Yukon was below B.C. scores in the remaining 10 subject areas. The difference in average scores ranged from 2% to 16%.

Average Scores of Yukon and B.C. students in BCPEs 2007-08

English 10 (n=413)	69%	69%
Mathematics 10 (n=279)	58%	69%
Mathematics (Ess.) 10 (n=81)	59%	61%
Science 10 (n=383)	63%	67%
Social Studies 11 (n=269)	69%	71%
English 12 (n=298)	71%	70%
Communications 12 (n=112)	70%	68%
History 12 (n=75)	77%	74%
Mathematics 12 (n=155)	57%	67%
Biology 12 (n=152)	57%	70%
Chemistry 12 (n=114)	59%	71%
Physics 12 (n=42)	59%	73%
French 12 (n=45)	63%	79%
Geography 12 (n=83)	67%	73%

B.C. Provincial Exams – Average Scores
Mathematics and Sciences 2007–08



In each of these subjects, average scores are above the level for success, determined at 50%.

Fig. 26. *Average scores for Mathematics and Sciences for students in Yukon and British Columbia.*

B.C. Provincial Exams
Achievement in Grade 10 and 12 (2007-08)

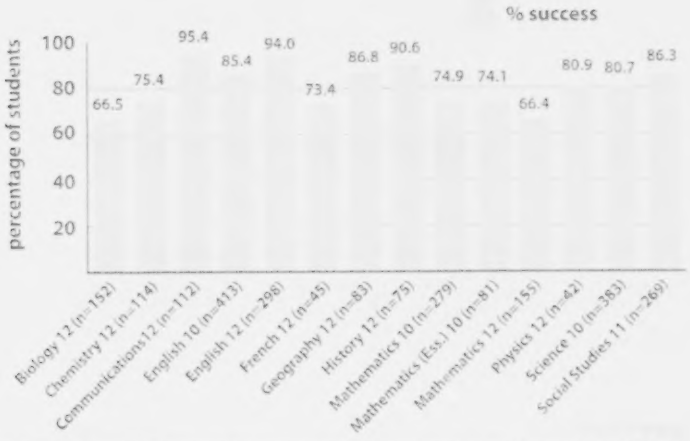


Fig. 27. *The number of students who achieved successful and excellent performance in each of the exams identified.*

Excellence is defined as achieving a score of 80% and above. This is the percentage of students who sat the exam and achieved excellence. Yukon Achievement Standards indicate a target of 20% of students demonstrating excellent performance.

B.C. Provincial Exams
Achievement of Excellence in Grade 10 and 12 (2007-08)

Fig. 28. *The percentage of students who achieved excellent performance in each of the exams identified*

Yukon Excellence Awards

Students earn Yukon Excellence Awards solely through their academic performance. All students in Grade 9 who write semester-end or year-end Yukon Achievements Tests and all Grade 10, 11 and 12 students who write B.C. Provincial Examinations are eligible for an award. To qualify for an award, students must achieve a test score of 80% or above. Students may use their awards toward the cost of tuition, compulsory fees, and/or books. For the 2007-08 school year, 335 students earned 526 awards, totaling $212,400.

Award Values:

Grade 9 Yukon Achievement Tests – $200	Math and Language Arts
Grade 10 B.C. Provincial Exams – $300	Math, Science and Language Arts
Grade 11 B.C. Provincial Exams – $400	Social Studies and Civics 11
Grade 12 B.C. Provincial Exams – $500	Any Grade 12 Provincial Exam

Yukon Excellence Awards – Number of Awards

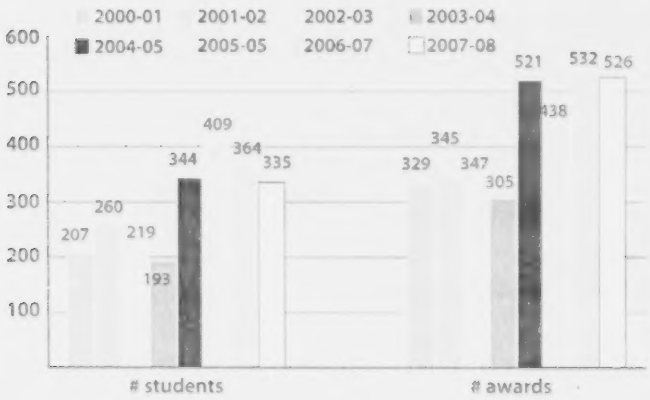


Fig. 29. *The number of students who received awards, and the number of awards earned.*

Student Attendance

Attendance is another indicator of educational success. Collecting and reporting attendance information presents considerable challenges, and methods are continuing to be refined.

Average Absences – Whitehorse Students

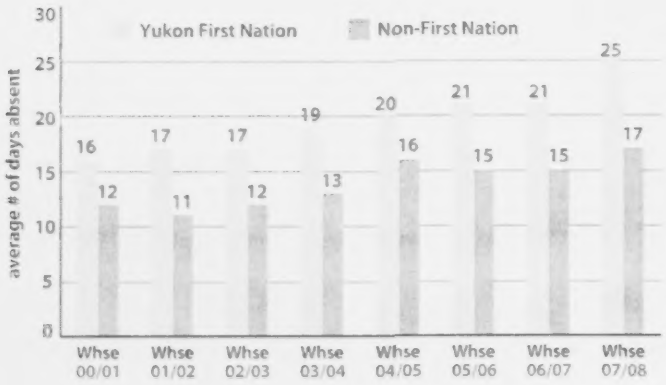
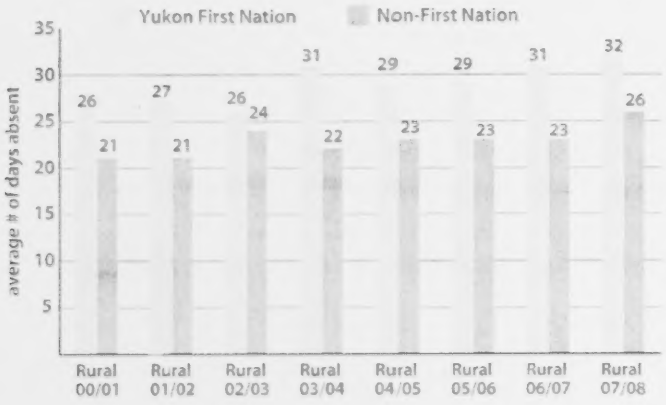


Fig. 30 and 31. *Absenteeism for Whitehorse and Rural Yukon Students, broken down by First Nation and Non-First Nation students. First Nation ancestry is self-identified.*

Average Absences – Rural Yukon Students



Graduation Rates

The Department of Education is currently reviewing how it identifies graduation rates. Within Canada, there is no consistent method among provinces and territories for collecting data and determining graduation rates.

Traditionally, Yukon Department of Education has calculated graduation rates by dividing the number of students who actually graduated by the number of students who had the potential to graduate at the beginning of Grade 12. The potential to graduate is defined as any student who is enrolled in the correct combination of courses to meet graduation requirements, and will graduate provided they pass those courses. Method: The number of students who graduated in 2008 was 347, which means 89% of the 388 students with potential to graduate actually graduated. By comparison, there were 57 students who identified themselves as First Nation students who had potential to graduate, and 49 of them graduated, which means 86% of the 57 First Nation students with the potential to graduate actually graduated.

Statistics Canada collects graduation rates information differently; they calculate graduation rates by counting the number of persons who have graduated as a percentage of people in Yukon who are 17 and 18 years of age. This method provides a graduation rate of 70.7%. Method: Students are typically aged 17 or 18 when they graduate. In June of 2008, there were 506 17-year-olds in the Yukon (based on calculations from the health care system) and there were 476 18-year-olds. To correct for the fact that some of the 17-year-olds will be beginning Grade 12 in 2008, and that some of the 18-year-olds graduated in 2007, we averaged those numbers: 506/476 = 491. So we estimate that there were 491 young people in the Yukon of graduation age, compared to 347 students who actually graduated, and that provides an approximate graduation rate of 70.7%. The number of people in the territory aged 17 and 18 of First Nations ancestry is not available, so a calculation of graduation rates for First Nation students is not available, either.

Some jurisdictions in Canada calculate graduation rates by counting those who start secondary school in Grade 9, or Grade 8 in the case of Yukon, as a percentage of those who finish five or six years later. Thus, graduation would reflect six-year completion rates. The Department of Education will continue to work toward identifying the most informative way to represent graduation rates for future years.

First Nations students represented 14% of the students who graduated in 2008.

Method #1:

388 # students with potential to graduate

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347 # graduates

89 % graduation rate

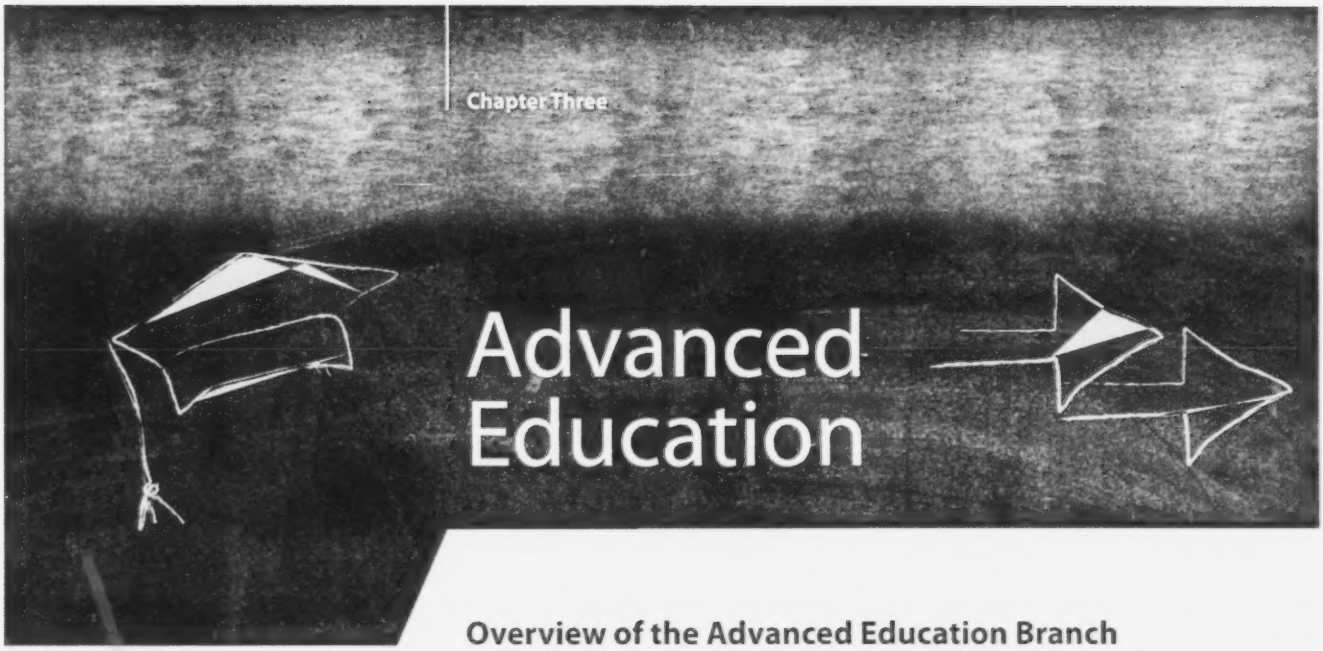
Method #2:

491 # students aged 17 or 18

÷

347 # graduates

70.7% graduation rate



Chapter Three

Advanced Education

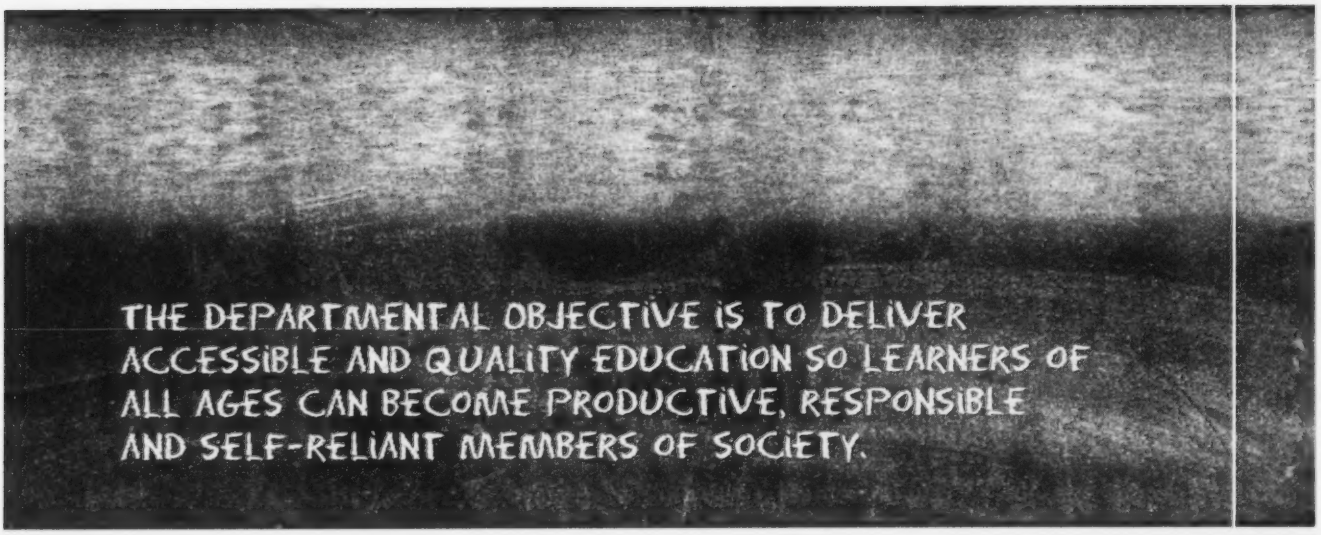
Overview of the Advanced Education Branch

To advance the Department's goals, values and objectives, the Advanced Education Branch offers a variety of programs and services aimed at promoting and supporting adult training, post-secondary education and labour force development, including immigration. The Advanced Education Branch also provides and administers student financial aid and youth employment training.

Advanced Education provides services to Yukoners through the following two units: Labour Market Programs and Services, and Trades Certification and Training Programs.

Program Objectives

- To promote and support adult training, post-secondary education and labour force development
- To facilitate public and private post-secondary education opportunities in Yukon
- To develop labour force initiatives, including labour market research, planning and information
- To promote apprenticeship, skills training and inter-provincial trades standards
- To work with our key partners and stakeholders to train local residents for community-based job opportunities
- To ensure essential skills, including literacy, are treated as priorities for workplace success
- To provide and administer student financial assistance and youth employment training opportunities for Yukon students
- To work in collaboration with First Nations to increase opportunities for training, participation in the labour force and delivery of programs and services.


THE DEPARTMENTAL OBJECTIVE IS TO DELIVER ACCESSIBLE AND QUALITY EDUCATION SO LEARNERS OF ALL AGES CAN BECOME PRODUCTIVE, RESPONSIBLE AND SELF-RELIANT MEMBERS OF SOCIETY.

Highlights of Advanced Education Programs and Initiatives

School of Visual Arts

In spring of 2008, students at the Klondike Institute of Art and Culture's (KIAC) School of Visual Arts (SOVA) in Dawson City completed their first year of art school.

Students enroled at the program earn Yukon College credits. The program provides post-secondary students with a year of instruction in the fundamentals of visual arts, and credits are transferable to institutes outside the territory, where students can complete a degree.

The KIAC School of Visual Arts has articulation agreements with three institutes outside the territory: Emily Carr Institute of Art and Design, Alberta College of Art and Design, and Ontario College of Art and Design.

The Department of Education provided KIAC School of Visual Arts with $463,000 for the 2007-08 fiscal year. There were 19 full-time students, and three part-time students. Of the 15 students who completed the program, eight were accepted into all four of the partner institutions.

Trades Related Training and Apprenticeship

The Advanced Education Branch plays a key role in helping Yukoners prepare for work opportunities by promoting industrial and apprenticeship training programs in the Yukon, and by promoting the Inter-provincial Standards Red Seal program. Branch staff also work with employers and employees to provide apprenticeship and tradesperson certification, and provide input on trades-related skills development.

The number of apprentices has increased each year in total as well as for First Nation apprentices and female apprentices.

Apprenticeship is a training program combining both on-the-job and in-school technical training. Employers provide employee apprentices with hands-on trade experience under the supervision of certified tradespeople. Advanced Education Branch provides for the registration, monitoring, arranging of in-school technical training, and coordination of an individual's apprentice training in any of the apprenticeship occupations in Yukon.

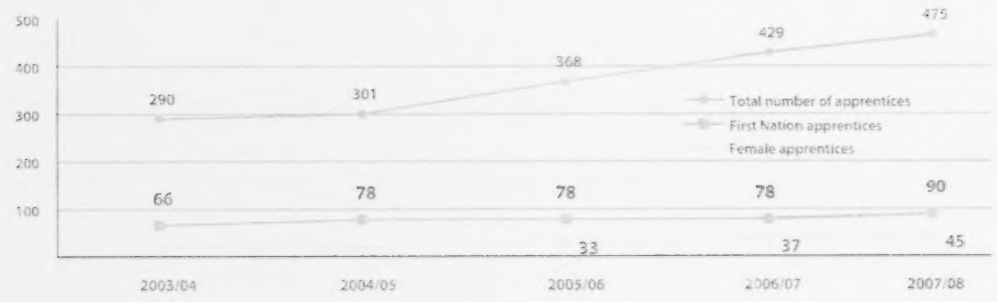


Fig. 32. *The number of apprentices has increased each year in total as well as for First Nation apprentices and female apprentices. The number of apprentices is presented here for the academic year.*

Yukon Tradesperson Qualification Program

This program provides trades certification, and in most cases Inter-provincial Standards recognition, for tradesworkers in trades designated in Yukon. The program is available to individuals who have gained the required trade experience, but have not been able to access certification through a formal apprenticeship program. It also provides an opportunity to gain Yukon certification to people who hold trades certification from other jurisdictions.

Yukon Government Apprentice Program (YGAP)

YGAP provides apprenticeship training opportunities for Yukoners within government. These positions are in Yukon government department workplaces throughout the territory. Positions in the program are advertised as they become available.

Women in Apprenticeship and Trades

In 2007-08 there were 45 women apprentices, compared with only 18 in 2003-04.

This represents a 150% increase from the number in 2003-04.

The Department of Education has worked to help encourage women to participate in apprenticeship and trades. In one initiative, the Advanced Education Branch partnered with the Women's Directorate and Yukon College to develop a one-semester college course to allow women to explore different trades, the Trades Exploration and Preparation program for women, which has run for three years.

The Department also supports Yukon Women in Trades and Technology (WITT). In the 2007-08 fiscal year, Advanced Education provided $75,000 to Yukon WITT. WITT provides women with hands-on courses and workshops to

explore trades and technology as viable career options. Workshops for 2007-08 included: Basic Woodworking (three workshops); Introduction to Power tools (two workshops); Women Want to Weld (one workshop); Hands on Electronics workshops for grade schools in conjunction with the Innovators in the Schools program; Home Repair Clinic, Electrical, Drywall and Carpentry, Electrical for Adults (two workshops in Watson lake) and a hands-on workshop on electronics for school teachers. WITT also held a one-day conference for 120 Grade 8 girls.

Labour Market Initiatives

The Department of Education is responsible for developing labor force initiatives, including labour market research, planning and information. Highlights include the Labour Market Framework, the Targeted Initiative for Older Workers, and the Yukon Nominee Program. The Student Training Programs and the Community Development Funds also have labour market development components.

Labour Market Framework

The Department of Education is beginning work with all government departments, business interests, non-government organizations, and other governments, including First Nations, to develop a labour market framework. This framework will work to ensure Yukon is best positioned to develop an inclusive and adaptable labour market that meets the demands of Yukon's growing economy. Participation by local business operators and other stakeholders will ensure Yukon government can make informed decisions and create the most effective strategies to support labour market development.

As part of the framework, comprehensive strategies are being developed to help address the current labour crisis and help coordinate efforts among all levels of government and businesses to prioritize initiatives, identify gaps and overlapping programs, and try to streamline efforts to ensure employers have the staff they need. These strategies are: 1) comprehensive skills and trades training strategy, 2) immigration strategy, 3) national recruitment strategy, 4) employee retention strategy, and 5) labour market information strategy.

Targeted Initiative for Older Workers (TIOW)

The TIOW is a labour force development project targeted at workers aged 55–65 that is jointly funded by the Yukon and federal governments and delivered by Yukon College. By providing training and work placement opportunities for older workers, the Yukon government is working to develop further capacity in the local work force. In Yukon, 22 percent of our population is aged 50 – 64, and persons who are underemployed in this demographic can be a great asset to the labour force.

The TIOW began in May 2007 and will run for two years in Whitehorse. The program was also offered at Yukon College community campuses in 2008. In the 2007-08 fiscal year, there were 36 participants.

The Critical Impact Worker category was initiated in November of 2007. Since that time, Advanced Education has received 155 applications.

The Skilled Worker and Business Nominee categories began in 2001. Between August 1, 2007 and July 31, 2008, Advanced Education has received 52 applications for the Skilled Worker category in that period.

Yukon Nominee Program

The Yukon Nominee Program was developed to allow the Yukon government to nominate potential immigrants based on industrial and economic priorities and labour market conditions. Under this program, based on Yukon's assessment, immigrants who have a strong likelihood of successfully establishing themselves in Yukon society would be nominated.

There are three categories within the Yukon Nominee Program: the Skilled Worker category, and the Critical Impact Worker category, which are administered by the Advanced Education Branch, and the Business category, which is administered by the Department of Economic Development. The Yukon Skilled Worker category is designed to attract qualified individuals who can help alleviate the shortage of skilled workers in the Territory. Skilled Workers are workers who generally require some sort of certification, such as cooks, health professionals and tradespersons.

The Critical Impact Worker category provides Yukon employers with the means to fill semi-skilled and entry-level jobs that they could not fill locally.

Student Employment Programs

There are two student employment programs delivered by the Advanced Education Branch (AEB), the Student Training and Employment Program and the Summer Career Placement Program.

Student Training & Employment Program (STEP)

STEP offers Yukon post-secondary students the opportunity to work in Yukon during the summer in their chosen field of study. Students gain insight about employment in that sector and employers gain valuable summer staff. Students receive at least 450 hours of hands-on training in career-related employment with private sector or government employers. STEP students are paid at least $14.40/hour, subsidized by Advanced Education at $7.20/hour towards the student wages. STEP began in 1978, offering 24 jobs. The STEP program is very successful in providing relevant experience to summer students. At the same time, STEP helps employers meet their summer staffing requirements with the added benefit of a subsidy.

STEP Expenditures and Number of Jobs Provided from 2003-04 to 2007-08

Budget	$191,000	$368,000	$368,000	$368,000	$368,000
# of Jobs	99	123	135	135	134

Summer Career Placement

Summer Career Placement provides assistance to employers to hire students or unemployed youth. The program focuses on providing career-related work experience or developmental learning for youth and students through summer or term employment. A wage subsidy is provided to employers. The number of jobs available each year within the program budget varies depending on the length of employment offered by the employers.

Summer Career Placement Positions

Budget	114,500	114,500	114,500	114,500	114,500
# of Jobs	73	64	61	70	54

Community Training Funds

Community Training Funds are a key element of the Yukon Training Strategy released in December 1998 by the Government of Yukon. In a changing job market, Yukoners need to prepare for current and future economic developments and employment opportunities. Training and upgrading of skills are a means of ensuring the Yukon workforce is ready to take advantage of local employment opportunities.

Community Training Funds are, for the most part, community-based and community-driven. The funds are designed to put decisions about training in the hands of those best equipped to understand those needs–the communities themselves. Community Training Funds allow a community to take a broad approach to local training needs.

Community Training Funds 2007-08

The Yukon government's financial support through Community Training Funds assisted a variety of Yukon organizations, and highlights appear in the table.

Klondike Region Training Fund	$75,000.00
Carmacks Employment Training Society	$50,000.00
Heritage Training Fund/Yukon Historical & Museum Association	$60,000.00
Cultural Industries/Music Yukon	$75,000.00
Carcross Tagish First Nation – Heavy Equipment Training	$40,000.00
Association franco-yukonnaise – Destination Canada	$9,000.00
Challenge	$75,320.85
Learning Disabilities Association Yukon	$60,500.00
Liard First Nation Development Corporation	$50,000.00
Skills Canada Yukon	$74,910.00
Yukon – TIOW	$63,533.00
Women in Trades & Technology (WITT)	$75,000.00
Yukon Literacy Coalition	$41,086.80
Literacy Action Committee	$118,140.10
Yukon Learn Society (Rent Increase)	$25,000.00
Labour Market Development Agreement/Labour Market Agreement Devolution Cost	$10,000.00
Sundog Evaluation	$5,000.00
CMEC – Pan–Canadian Literacy Forum	$25,000.00
Immigration Training Intiatives	$10,000.00
ECO Business Survey	$25,000.00
Health & Social Services – SA Clients	$50,000.00
Workplace Language Training	$36,877.73
Enhanced Language Training	$15,500.00
Industrial Safety Training	$27,876.00
Apprenticeship Preparation Program	$15,500.00
Whitehorse Correctional Centre	$44,000.00
Kwanlin Dun House of Learning	$75,000.00
Trades Exploration Program for Women (TEPW)	$78,516.25
Electrical Program Modifications	$44,000.00
Welding Pre-Employment Course	$77,998.75
Pipe Trade Modifications	$109,095.00
Pelly Crossing Skills for Industry Transmission Line Training	$10,322.70
Yukon Foundation (Alberta Centennial Scholarship Administration)	$5,000.00
University of Alberta Project Construction Mgt Training	$26,216.83
Total	$1,583,394.01

Community Training Funds represent a true commitment to partnership between the Yukon government and the private sector. The funds can be industry or project specific, to help the private sector meet training needs where required to help support business interests and, as such, support the Yukon economy.

Student Financial Assistance

The Advanced Education Branch provides and administers student financial assistance for Yukon students through the Yukon Grant, the Student Training Allowance and Canada Student Loans.

Number of Grants, Allowances and Loans

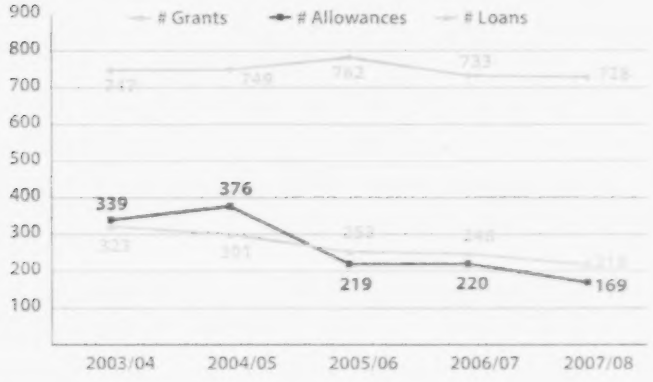


Fig. 33. *The expenditures for the 2007-08 academic year (Aug. 1 to July 31) for grants, allowances and loans.*

These amounts reflect only the actual number of students and sums actually used.

In the 2004-05 expenditures for the Student Training Allowance, the amount includes those students who either withdrew from programs or ended early and amounts were returned from Yukon College.

Yukon Grant

The Yukon Grant is a financial assistance program offered to Yukon students who are attending full-time post-secondary studies at an approved institution for a minimum of 12 consecutive weeks.

There are specific criteria to be eligible for this type of funding. Yukon students must fall within one of the three eligibility categories: Dependent Student, Independent Student, or New Resident Student.

Generally speaking, to be eligible for Yukon Grant funding, Yukon students must:

- Complete any two years of high school in the Yukon Public Schools system (grade 8-12),
- Be attending full-time post-secondary studies at an approved institution, and
- Have lived in Yukon continuously for the two years prior to the start of post-secondary classes.

In 2007-08, $3,339,377 was provided to students for the Yukon Grant.

Not all student history is the same; therefore, it is always best to check with the Student Financial Assistance Office should students be unsure of their eligibility status for the Yukon Grant when planning to attend post-secondary studies. Yukon students cannot receive this type of funding if they are receiving funds from another territorial or federal agency for educational studies other than special scholarships, awards or loans.

Student Training Allowance

This type of funding is available to Yukon students who are attending full-time studies at Yukon College or an approved human resource development training program within Yukon. Courses must run for a minimum of three weeks' duration, and Yukon students must have resided in Yukon for 24 months immediately prior to the commencement of classes.

In 2007-08, $428,540 was provided to student in training allowances.

The Student Training Allowance provides assistance to Yukon students through bi-weekly payments. The rates vary according to whether a student is single or has a number of dependents and is calculated based on the duration of the course of study.

Yukon students can not receive this type of funding if they are receiving funds from another territorial or federal agency for educational studies other than special scholarships, awards or loans.

It is important to note that Yukon students who also meet Yukon Grant criteria must make a decision on the type of funding they wish to utilize when attending an institution in Yukon. A Yukon student can receive either the Yukon Grant or the Student Training Allowance – not both in the same academic year. Whether a Yukon student decides to take either the Yukon Grant or the Student Training Allowance, it does count towards their five years of eligible funding through the Department of Education's Student Financial Assistance office.

Canada Student Loans

The Government of Canada offers loans to full and part-time students with demonstrated financial need in all provinces and territories across Canada, with the exception of Quebec, the Northwest Territories and Nunavut.

The purpose of a Canada Student Loan is to supplement, not replace, the financial resources that students and families are expected to contribute. When students are in school, the Government of Canada will pay the interest on the Canada Student Loan if students provide confirmation of full-time enrolment. When the student graduates or leaves school, the Government of Canada offers repayment options to help make repaying student loans more manageable if students experience financial difficulty.

Student loans are just one option to consider when deciding how to pay for post-secondary education. It is a good idea to explore all other financial opportunities, including employment earnings and scholarships.

Scholarships and Other Options

Over the years, various organizations, individuals and professional groups in Yukon have established scholarships to complement the Financial Assistance programs offered by the Government of Yukon. These scholarships are provided by private donors. For detailed information on the over 50 other student financial assistance options, please visit the Advanced Education website at: http://www.education.gov.yk.ca.

The Advanced Education Branch administers the Canada Student Loan program on behalf of the Government of Canada. In 2007-08, $1,312,018 was provided to students in loans.

More information about Canada Student Loans can be found at: http://www.canlearn.ca/nslsc/multimedia/pdf/infoguide_e.pdf

Adult Literacy Initiatives

Improving Adult Literacy is an important priority for Advanced Education. In 2007-08, the Department of Education agreed to provide over $1 million to literacy programs and organizations in Yukon. This amount does not include money that is invested in literacy education at the public school level.

Yukon Learn	$275,000
Literacy Action Committee	$120,000
Learning Disabilities Association of the Yukon	$60,500
Yukon College's Essential Skills Program	$136,520
Yukon Literacy Coalition	$41,000
Kwanlin Dun House of Learning	$80,000
Whitehorse Correctional Centre	$50,000

Council of the Federation Literacy Award

The winner of the fourth annual Council of the Federation Literacy Award for Yukon is Gordon Hardie of Dawson City. The award recognizes learners, educators, volunteers and community groups across Canada for outstanding achievement and excellence in literacy every year.

The Premier represents Yukon in the Council of the Federation, which comprises all 13 of Canada's premiers. The Council of the Federation was created in 2003 to help the provinces and territories play a leadership role in revitalizing the Canadian federation and to build a more constructive and cooperative federal system. Literacy is recognized as a vital component in those goals.

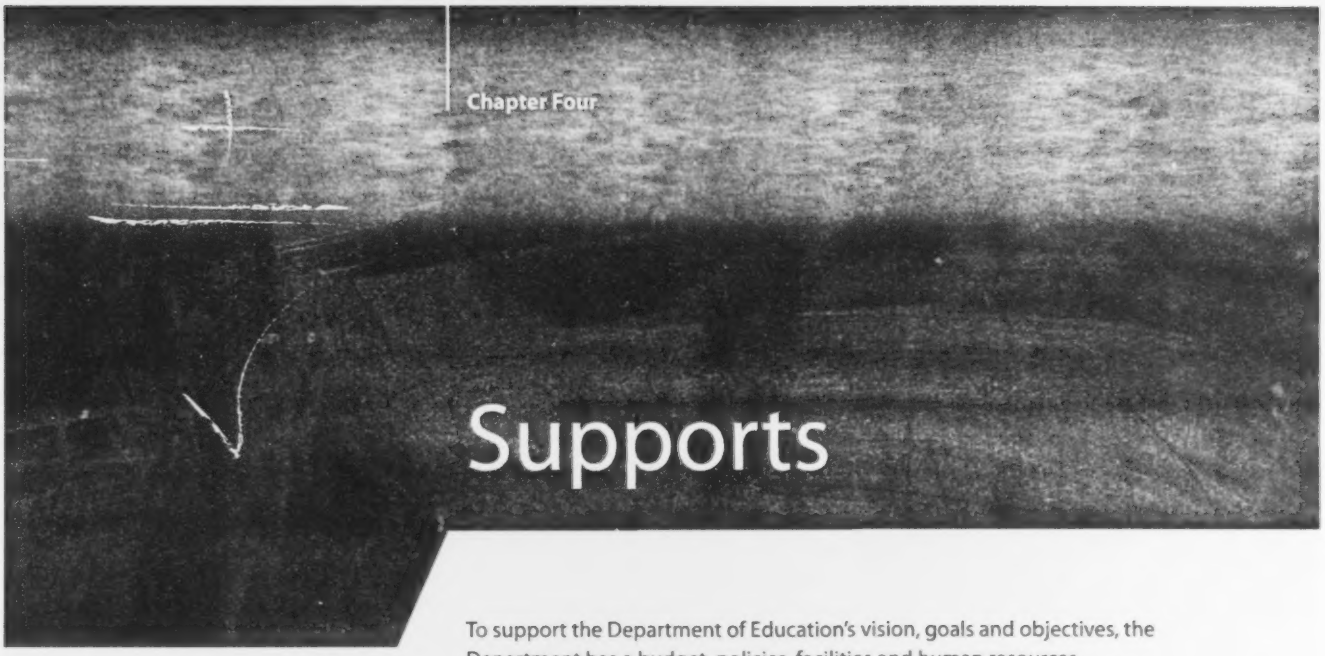
Pan-Canadian Interactive Literacy Forum

On April 14 and 15, 2008, the Department of Education participated in the first Pan-Canadian Interactive Literacy Forum, sponsored by the Council of Ministers of Education, Canada (CMEC), and provincial and territorial Ministries of Education. This event was part of the national action plan initiated by CMEC and supported by all provinces and territories.

Over 60 Yukon delegates met at Vanier Catholic Secondary School to participate in the Forum. Nationally, 3,500 concerned citizens, learners and literacy workers from across Canada connected to participate in live and pre-recorded webcasts from 10 sites. Keynote speakers were world-class literacy

and education experts and policy makers, including Adrienne Clarkson, Dr. Fraser Mustard, Frank McKenna, Susan Aglukark and Charles Coffey. The technology was interactive, and presenters fielded questions from delegates across Canada, including Whitehorse.

Videos of the keynote presentations can now be viewed online at: http://literacy.cmec.ca.



Chapter Four

Supports

To support the Department of Education's vision, goals and objectives, the Department has a budget, policies, facilities and human resources.

Budgets

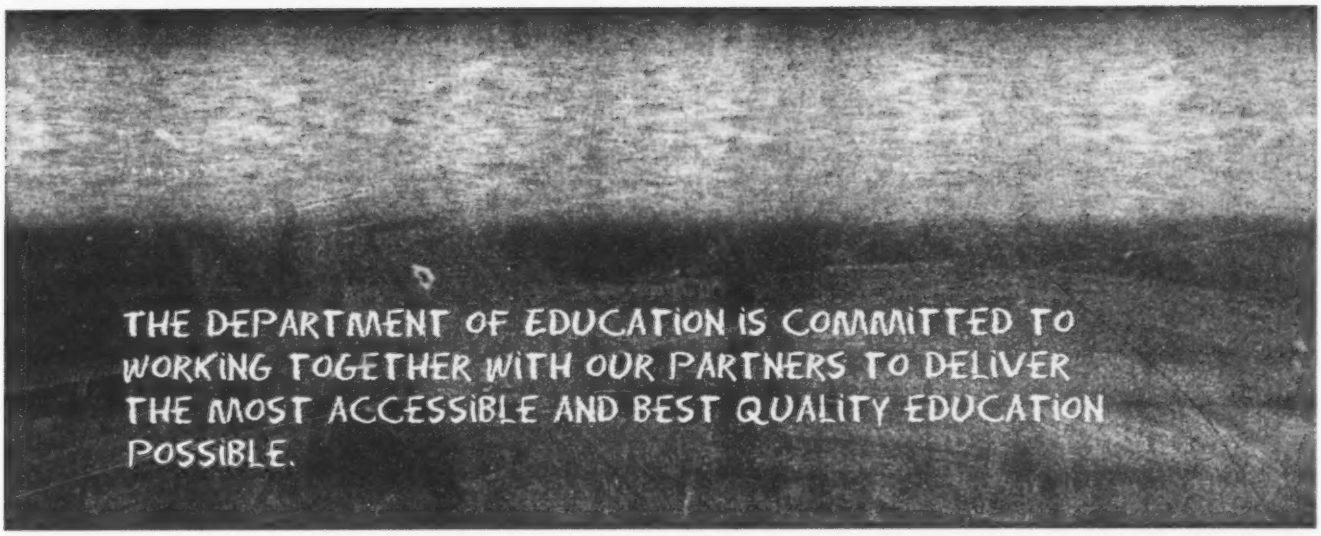
For the fiscal year 2007-08, actual operations and maintenance (O&M) expenditures for the Public Schools Branch totaled $80,711,518 or 66.9% of the total operations and maintenance budget for the Department of Education. These expenditures were broken down as follows:

- Administration ($361,169 or 0.4% of the Public Schools Branch budget)
- Program Delivery ($70,145,946 or 87% of the Public Schools Branch budget)
- Program Support ($7,199,686 or 8.9% of the Public Schools Branch budget)
- Special Programs ($1,763,005 or 2.2% of the Public Schools branch budget)
- First Nations Programs and Partnerships ($1,241,711, or 1.5% of the Public Schools branch budget)

Administration expenditures are those for central office administrative costs within the Department of Education. These include expenditures such as superintendent of Public Schools' offices.

Program Delivery expenditures are those for school-based personnel and activities, as well as site-based facility expenses. These include salaries for teachers, remedial tutors, educational assistants, school secretaries, school librarians, directors of learning and native language instructors, all of whom provide direct services to the students in the classrooms. Professional development for teachers is part of program delivery expenditures.

Program Support expenditures are those that support school-based personnel and activities. These cover the operation of the Gadzoosdaa residence, teacher recruitment and relocation, educational consultant services, participation in the Western Canadian Protocol, school libraries, and acquisition and distribution of school curriculum resources. Support for information technology falls under this category, as well.


THE DEPARTMENT OF EDUCATION IS COMMITTED TO WORKING TOGETHER WITH OUR PARTNERS TO DELIVER THE MOST ACCESSIBLE AND BEST QUALITY EDUCATION POSSIBLE.

Special Programs expenditures are those that support school-based special education services. These cover psychological assessment services, speech/language programs, occupational therapy, sensory impairment support services and other special needs programs or services that are required to meet the needs of special education students.

First Nations Programs and Partnerships expenditures are those that support development and support for First Nations Curriculum and Resource Development, Cultural Activities and First Nations Languages.

For the fiscal year 2007-08, capital expenditures for the Public School Branch totaled $7,671,627. These expenditures were broken down as follows:

Facility construction and maintenance – $5,034,674

Instructional programs – $2,636,953

Note: All figures for the Budgets sections are based on March 31, 2008, data, and are subject to rounding.

Public Schools Branch 2007-08 O & M Expenditures

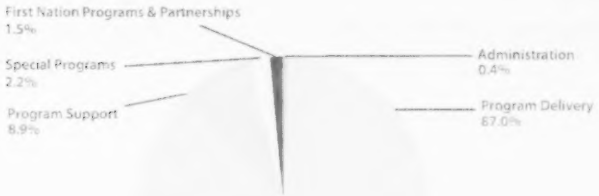


Fig. 34. *The operation and maintenance expenditures for the Public Schools Branch in 2007-08.*

Expenditures per Student

Expenditures per student include all direct operation and maintenance costs of operating the schools, including the cost of all school-based staff, materials, supplies, maintenance, security, grounds keeping and utilities. They do not include the support activities, which are indirect costs, such as branch administration, student transportation, in-services training, curriculum development, native language program development, student accommodation or any capital costs. A portion of the increase is associated with declining enrolment and the loss of staffing efficiencies. Part of the increase is associated with significant increases in the cost of school utilities, such as heat and light, and on collective agreement salary increases. For the 2007-08 school year, the expenditure per student was $14,892. This amount was calculated based on the number of students at October 31, 2007, and actual expenditures for the 2007-08 fiscal year.

O & M Expenditures per student as of October 31, 2007

(figures based on 2007-08 fiscal year)

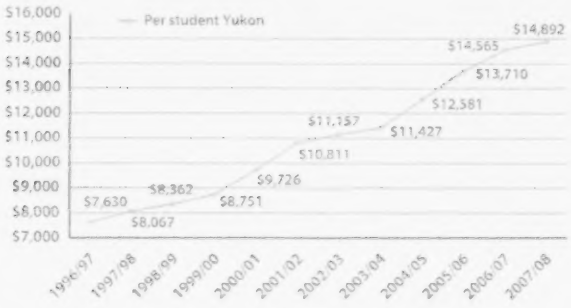


Fig. 35. *Expenditures per student are based on actual expenditures.*

The following policies were added or revised in the Department Policy manual during the 2007-08 school year:

Policy # 1024
Valedictorian Policy

Policy # 1012
Agencies in the Schools Policy

Policy # 1011
Safe and Caring Schools Policy

Policy # 1025
School Nutrition Policy

Policy # 1000
General Policy

Policy # 4001
Student Attendance Policy

Policy # 1001
Tobacco Free Schools Policy

Policies

The policies of the Department of Education reflect the programs and legislative mandates of three department branches: Advanced Education Branch, Education Support Services Branch and Public Schools Branch. All policies are available to be viewed online at http://www.education.gov.yk.ca/policy/index.html.

Any school committee, school council, parent group or member of the public may suggest, in writing, the need for a policy or policy revision to be included in the Department of Education Policy Manual. All suggestions, recommendations or requests for the development or revision of a policy are considered.

School Facilities

Facility Highlights

Some of the major initiatives that took place in the 2007-08 school year to upgrade the school facilities are included in this section. This represents only a portion of the work done, and is intended to highlight the major projects.

Del Van Gorder School (Faro)	dental room renovations ($75k), community campus entrance renovations ($40k)
Eliza Van Bibber School (Pelly Crossing)	gym floor refinishing ($32k)
Ghùch Tlâ School (Carcross)	gym floor refinishing ($37k)
Johnson Elementary (Watson Lake)	exterior painting ($54k)
Kluane Lake School (Destruction Bay)	barrier-free ramp ($4k)
Ross River School	site landscaping left over from the previous year's foundation cooling system upgrade ($32k)
St. Elias School (Haines Junction)	gym floor replacement ($195k); art room renovation ($41k)
Tantalus School (Carmacks)	school replacement ($12 million total budget)
Teslin School	new playground structure ($50k)
Watson Lake Secondary	traditional building renovations – windows and central heat ($14k)

Christ the King Elementary	gym roof upgrade ($300K),
F.H. Collins Secondary	industrial arts ventilation upgrade ($887K), roof upgrade – boys' change room ($113k), PA system upgrade phase one ($89k)
Golden Horn Elementary	ventilation system upgrade ($451k)
Jack Hulland Elementary	new playground equipment ($116K), water service upgrade ($90K)
Porter Creek Secondary	exterior painting – new wing – gym ($61)
Selkirk Elementary	gym lighting and relay panel replacement ($20K)
Takhini Elementary	interior painting ($26K)
Vanier Catholic Secondary	chemistry lab renovation ($48K)
Whitehorse Elementary	bus drop-off and parking upgrade ($526K)

Grand Opening of Tantalus School

Tantalus School in Carmacks celebrated its grand opening on April 18, 2008. Staff and students had occupied the building since the beginning of the school year in early September, while finishing touches were being completed. The official grand opening was scheduled to coincide with Education Week celebrations, and the school celebrated a full week of festivities.

The Tantalus School design reflects input from members of the community and the Little Salmon-Carmacks First Nation. It serves students Kindergarten to Grade 12. It is equipped with a full shop and a state-of-the-art computer room and a dedicated native language room, which complements their K–12 Native Language program. The building also features significant First Nation themes. The multipurpose room evokes the image of an old moosehide hut, and it has beautiful acoustics, too. The school serves the entire community. The multipurpose room is used by both the school and community groups. The library serves both the school and the Village of Carmacks, and the school dental office will be used for adults and children in Carmacks.

Student Accommodation

Gadzoosdaa Student Residence is a 38-bed subsidized residence in Whitehorse for senior grade secondary school students from communities where there is no senior grade secondary school. These students attend either F.H. Collins Secondary School or Vanier Catholic Secondary School. Parents also have the choice of making private room and board arrangements for their children to attend secondary school in Whitehorse.

The goal of the Gadzoosdaa Student Residence is to enable each student to develop his or her full potential and to become a self-assured, self-motivated and responsible citizen, who possesses the intellectual, physical and social qualities needed to lead a fulfilling life. Many prominent northerners have stayed at this student residence while completing their high school education.

Supports and facilities at the Gadzoosdaa Student Residence include meal preparation, mandatory daily study periods, access to computer resources, television lounges, laundry facilities, daily sport activities and field trips.

Staffing at Public Schools

Over the 2007-08 school year, 68 new teachers were recruited to temporary and permanent positions. Of those, 42 were recruited from outside Yukon. Staffing is often expressed in terms of FTEs, which refers to full-time equivalents.

The Minister of Education, along with the Commission scolaire francophone du Yukon (five members); the Kluane Lake School Committee (five members),

and Yukon's 26 school councils work in partnership with 908 employees to deliver K–12 Public School education to students who attend 28 schools, including the Teen Parent Centre, the Individual Learning Centre and the Wood Street Centre.

In the 2007-08 school year, 36 of the teachers are graduates of the Yukon Native Teacher Education Program (YNTEP). There are also 32 First Nation language teachers, 30 of whom taught in Yukon's public schools and two of whom taught in the Native Language Centre.

The majority (53.2%) of Yukon teachers have 10 or more years of teaching experience, while 23.3% of teachers have 5–10 years of experience and 23.5% have between 0 and 5 years of experience.

In addition, approximately 99.1% of Yukon teachers hold at least a Bachelor of Education Degree, and roughly 12.7% of those hold an additional Masters degree or higher.

As of March 31, 2008, employees were comprised of the following:

63 central staff in Public Schools Branch (61 FTEs)

11 Gadzoosdaa Residence staff (10.8 FTEs)

10 French language monitors

44 school administrators (principals and vice-principals)

43 school secretaries (33FTEs)

507 teachers (471 FTEs)

29 remedial tutors (25.3 FTEs)

126 educational assistants (117.7 FTEs)

37 aboriginal language teachers (33.7 FTEs)

Pupil-Teacher Ratio

On average there is one teacher for approximately every 10.51 students. The lower rate has traditionally been associated with the need to staff rural schools based on programming requirements rather than on enrolment. However, the steady decrease in the ratio from 1997 is largely related to declining enrolment.

The Yukon enjoys the lowest (i.e. the most favourable) pupil-teacher ratio of any Canadian educational jurisdiction.

Pupil-Teacher Ratio as of March 31, 2008

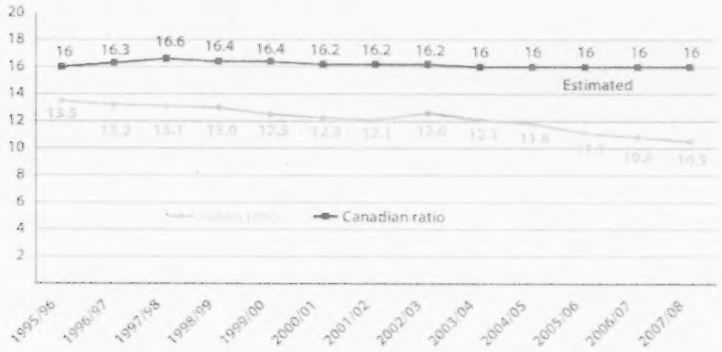


Fig. 36. *On average there is one teacher for approximately every 10.51 students. Pupil-Teacher Ratio for the Yukon: Enrolment in Grades K to 12 divided by the number of full-time equivalent (FTE) teachers. For Canada: Full-time equivalent enrolment (in Grades 1 to 12) and ungraded programs plus pre-elementary full-time equivalent enrolment, divided by the full-time equivalent number of educators. Note: The Yukon calculation usually yields a slightly higher pupil-teacher ratio than does the Canada calculation. Source for Canadian Ratio: Centre for Education Statistics, Statistics Canada.*

Some highlights of the curriculum Professional Development Days include the following: Summer Institute, Math CYPHER group, Math Grade 4 in-service, Assessment for Learning for all Yukon administrators and representative teachers, a Math 7 new text in-service, Arts Ed-Venture for participating teachers and artists, Literacy in-service for representative teachers Grades 4 to 7, Science Grade10 in-service, English Grades 8 to 12 in-service, and several series of voluntary live webcasts for teachers.

Professional Development for Teachers

The Department of Education, in partnership with the Yukon Teachers Association (YTA), works to provide professional development opportunities for Yukon teachers on an ongoing basis.

In 2007-08, the Department of Education contributed, through a framework outlined in the YTA Collective Agreement, a sum of $362,000 to the YTA professional development fund. It also covered the costs of the position of a half-time Professional Development Coordinator for the YTA. An additional $50,000 is provided for the Teacher Mentoring Fund.

In addition, Public Schools spent approximately $140,000 in professional development for teachers, through the delivery of in-services and workshops presented by Department of Education consultants.

Special Programs offered several professional development opportunities, including: Threat Assessment Levels 1 and 2, Autism, Prevention and Management of Assaultive Behaviour, Clicker 5, Vocabulary and Comprehension Development, Wilson Reading Levels 1 and 2 and Fetal Alcohol Spectrum Disorders.

Environmental Stewardship

The Department of Education is committed to promoting environmental stewardship in the Department as well as in the schools. Environmental stewardship initiatives have been taking place independently in individual schools for many years. By modeling good ecological citizenship, the Department hopes that environmental stewardship values will spread into the homes and communities.

The Department of Education supports environmental stewardship as part of its commitment to the Government of Yukon's Climate Change Action Plan. The Department of Education hosted a Environmental Stewardship Conference in January of 2008.

The Department of Education enrolled in the Leadership in Energy and Environmental Design (LEED) program. LEED is a green building rating system developed by the U.S. Green Building Council. It provides standards for environmentally sustainable construction. LEED was created in 1998 to define "green building" by establishing a common standard of measurement by awarding points for meeting certain criteria. LEED promotes whole-building design practices, and recognizes environmental leadership in the building industry.

In January 2008 the Department hosted a two-day workshop on Designing an Environmental Stewardship Framework. The facilitator has been instrumental in implementing a systems-wide environmental framework for the Calgary Board of Education, and is currently working on a similar initiative with the City of Calgary. Representatives from several Government of Yukon departments

were invited to attend the workshop, including Energy, Mines and Resources; Environment; Highways and Public Works and the Executive Council Office. The Yukon Teachers' Association and the City of Whitehorse were also invited. Together the group explored what an environmental stewardship framework for the Yukon Department of Education would look like, and they explored the process of designing and implementing such a framework. This workshop provided not only an exciting opportunity to learn from Calgary's experience, but also an opportunity to build partnerships and begin the visioning for our own initiative.

Many individual schools have composting programs and recycling programs. In addition, many schools participate in Raven Recycling's Annual Garbage-Free Lunch Contest. This contest challenges students to see which classrooms and schools can generate the least garbage at lunchtime. The intent is to teach children and parents about the importance of reducing waste and recycling.

The Seeds Foundation operates a Green Schools Program, and 22 Yukon schools have participated in this program over the years. This program promotes values and skills associated with responsible eco-citizenship by inviting schools to do environmental projects. It encourages students to learn more about where energy comes from and helps them make environmentally responsible choices.

At the Department of Education, paper is recycled, recycled paper is used in printers and copiers, and compost bins are on site. Some of the office printers are capable of double-sided printing to reduce waste.

Innovators in the Schools has coordinated several environmental initiatives in the schools. Raven Recycling attended schools to give presentations. A team of two UBC graduate students gave a presentation entitled Sustainability: Science and Engineering North of 60 to secondary schools in Whitehorse, Haines Junction and Dawson City. The Yukon Science Institute has a speaker series that offers presentations by visiting scientists in Whitehorse and community schools, and some of the presentations have an environmental focus. Swan Haven classroom presentations for students Kindergarten to Grade 7 have strong environmental components. Innovators in the Schools coordinated a professional development activity for a professional development day for elementary teachers, and there was an environmental component in that. Wildlife presentations and alternative energy programs were also offered.

In future reports, with more comprehensive information highlighting great initiatives in the schools, Department of Education staff hope to be an inspiration and a motivator to better ecological stewardship.

Appendices

Appendix 1: Student Enrolment

Yukon Public School Enrolment 1993 to 2012*

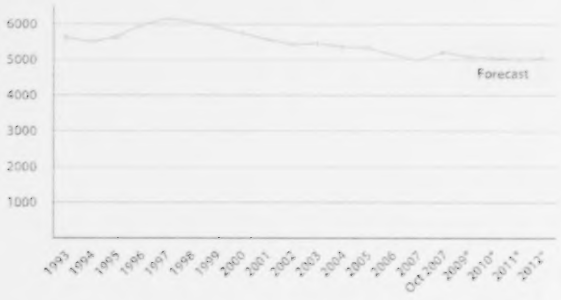


Fig. 37. *The number of students enroled in Yukon schools since 1993. Figures before Oct 2007 are based on May of each year. Figures from Oct 2007 and forecasted figures are based on October of each year.*

Community Student Enrolment as of October 31, 2007 (where > 75 students)

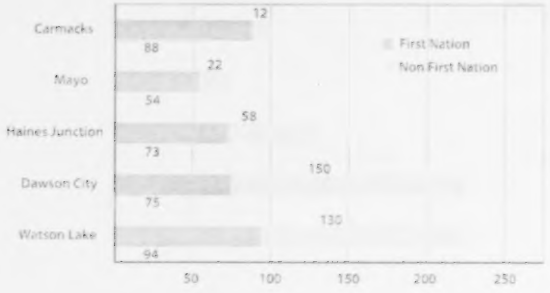


Fig. 38. *The number of First Nation and Non-First Nation students enroled in communities. First Nation ancestry is based on self-identification.*

Community Student Enrolment as of October 31, 2007 (where < 75 students)

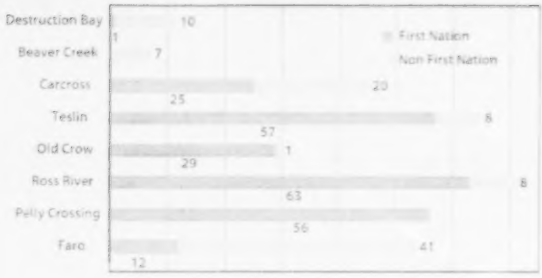


Fig. 39. *The number of First Nation and Non-First Nation students in communities. First Nation ancestry is based on self-identification.*

Total Enrolment by School

Robert Service School, K–12 (Dawson City)	224
St. Elias Community School, K–12 (Haines Jct.)	132
Johnson Elementary, K–7 (Watson Lake)	134
Tantalus School, K–12 (Carmacks)	96
Watson Lake High School, 8–12	108
J.V. Clark School, K–12 (Mayo)	75
Ross River School, K–9	71
Eliza Van Bibber School, K–12 (Pelly Crossing)	56
Teslin School, K–9	65
Carcross Community School, K–9	45
Del Van Gorder School, K–12 (Faro)	53
Chief Zzeh Gittlit School, K–9 (Old Crow)	30
Kluane Lake, K–9 (Destruction Bay)	10
Nelnah Bessie John, K–9 (Beaver Creek)	7
Porter Creek Secondary, 8–12	669
F.H. Collins Secondary, 8–12	627
Vanier Catholic Secondary, 8–12	445
Whitehorse Elementary, K–7	382
Elijah Smith Elementary, K–7	317
Christ the King Elementary, K–7	293
Jack Hulland Elementary, K–7	272
Selkirk Elementary, K–7	199
Takhini Elementary, K–7	170
Holy Family Elementary, K–7	153
Golden Horn Elementary, K–7	151
École Émilie-Tremblay Elementary, K–12	140
Individual Learning Centre, 8–12	149
Hidden Valley Elementary, K–7	89
Grey Mountain Primary, K–3	57
Total (as of Oct 2007)	**5219**

Historical Enrolment

Carcross Community	62	46	45	63	48	52	52	55	55	62	54	55	45
Chief Zzeh Gittlit	62	65	66	55	67	64	46	50	39	44	49	32	30
Christ the King Elementary	204	212	253	307	323	297	287	343	337	314	301	292	293
Del Van Gorder	238	272	216	124	76	71	76	58	53	54	60	52	53
École Émilie-Tremblay Elementary	105	113	110	107	110	113	132	116	120	121	108	145	140
Elijah Smith Elementary	222	301	256	237	228	219	215	232	244	276	300	294	317
Eliza Van Bibber	74	80	74	76	83	66	67	73	70	68	62	56	56
F.H. Collins Secondary	841	757	867	778	727	658	611	572	547	541	470	471	473
F.H. Collins Secondary Imm	77	74	135	122	119	115	98	106	109	107	115	110	154
Golden Horn Elementary	241	290	296	287	294	284	257	244	234	207	184	170	151
Grey Mountain Primary	128	124	108	88	97	82	83	79	68	68	61	54	57
Hidden Valley Elementary	131	165	172	159	148	143	142	133	126	104	90	98	89
Holy Family Elementary	182	188	191	184	178	174	167	189	166	163	154	154	153
Individual Learning Centre											85	86	149
J.V. Clark	101	102	103	106	103	98	97	100	90	83	77	83	75
Jack Hulland Elementary	474	511	497	492	465	427	386	391	375	336	330	307	272
Johnson Elementary	196	181	172	173	174	175	170	170	169	155	133	144	134
Kluane Lake	6	6	6	8	6	5	7	4	5	7	7	9	10
Nelnah Bessie John	22	18	21	20	17	21	16	23	13	12	10	6	7
Porter Creek Secondary	383	364	509	637	685	690	729	737	788	802	737	689	669
Riverdale JSS English	354	263											
Riverdale JSS French Imm	103	68											
Robert Service	281	272	289	271	257	230	238	214	233	239	242	214	224
Ross River	72	87	77	75	74	71	68	55	79	64	69	66	71
Selkirk Elementary	286	334	306	274	255	230	241	231	237	225	250	227	199
St. Elias Community	171	158	169	155	148	151	144	154	141	129	122	120	132
Takhini Elementary	167	238	231	227	221	226	216	217	192	171	157	178	170
Tantalus	103	108	92	103	91	98	92	99	92	100	93	97	96
Teslin	67	60	52	55	54	57	56	63	63	68	58	57	65
Vanier Catholic SS	229	276	394	429	444	472	470	408	394	418	425	425	445
Watson Lake Secondary	107	117	107	107	103	108	105	124	113	121	121	115	108
Whitehorse Elementary	133	152	152	99	84	91	70	85	64	53	19		
Whitehorse Elementary Imm	272	303	306	275	250	248	240	263	275	304	329	354	382
Total Enrollment	**6,094**	**6,305**	**6,272**	**6,093**	**5,929**	**5,736**	**5,578**	**5,588**	**5,491**	**5,416**	**5,272**	**5,160**	**5,219**

(figures as of October 31/year)

Appendix 2: Yukon Achievement Tests 2007-08 Means by School

Alberta		72.3		67.2		60.6		68.4		67.2		65.9
Yukon		69.3		60		56.4		65.1		62.7		60.6
Carcross												
Christ the King	23	75.6	34	72.6			24	71.2	34	76.2		
Del van Gorder												
École Émilie Tremblay - EN									11	63		
École Émilie Tremblay - FR	13	78.6					12	86.4	11	74.1		
Elijah Smith	34	59.3	40	55.9			36	58.9	42	57.9		
Eliza van Bibber												
FH Collins - EN					68	55					95	65
FH Collins - FR					28	66.2						
Golden Horn	21	89.1	19	85.9			19	80.6	19	78.6		
Grey Mountain	12	86.7					12	74.4				
Hidden Valley	9	63.3	10	70.4			9	59.4	10	63.8		
Holy Family	22	69.1	24	54.8			20	65.8	24	64.2		
Individual Learning Centre												
Jack Hulland	27	72.8	37	60			30	68.5	39	61.2		
Johnson Elementary	9	46.3	16	44.4			9	49.8	14	45		
JV Clark												
Kluane Lake												
Nelnah Bessie John												
Old Crow												
Porter Creek Sec.					85	60.6					86	63.1
Robert Service	19	70	12	56.9	20	68.6	19	64.9	12	62.8	21	64.3
Ross River												
Selkirk	9	80.9	15	66.7			8	71.4	16	63.7		
St. Elias Community	6	73.3	6	49.4	15	52	6	67.3	6	59.7	11	58.4
Takhini	8	62.8	16	56.7			7	54.4	16	60.2		
Tantalus			6	37.6	7	27.4			6	39.8	7	21.7
Teslin	6	72.6					7	52.7			8	43.1
Vanier Catholic Sec.					65	54.6					67	61.9
Watson Lake Sec.					11	57.4					13	44
Whitehorse Elem-EN									49	64.2		
Whitehorse Elem-FR	42	68.4	51	54.4								

 # = number of students writing exam % = average for school
Results for a school shall not be reported publicly where there are fewer than six students in a particular subject writing. This is to protect the privacy of individual students. These results will be blacked out for the purpose of this report.

Appendix 3: Guidelines for Interpreting the School-Based Yukon Achievement Test Results

The school reports describe the results achieved by students who were in Grades 3, 6 and 9. There is a separate result for each test based on the language of the test.

Yukon Department of Education, including its schools, is responsible for ensuring that the highest possible quality of education is provided to all students. The results from Yukon assessments enable the Department and its Directors of Learning, principals, teachers, as well as school councils, parents, and community members to examine Yukon and school results in relation to Yukon goals and standards. Careful interpretation of results should lead to decisions about how to improve student learning. The reporting on and analysis of results achieved, together with the identification of improvement strategies, are key components of a school's planning and reporting processes. Achievement test results provide only part of the overall picture of a school's performance.

Although Yukon assessments are designed to assess the achievement of Yukon standards, many important learning outcomes cannot be measured by time-limited, paper-and-pencil tests. In addition, many factors contribute to student achievement. The school is in the best position to accurately interpret, use, and communicate achievement results for the school. For this reason, information about school results should be obtained from the school. The Yukon Department of Education does not endorse the production or publication of rank order lists of results.

Detailed reports are useful to school staff for in-depth analysis of areas of strength in a course, areas needing improvement, and the progress being made toward achievement of goals. In addition to summary School Reports, the Department of Education also provides its schools with a breakdown of results by curricular objective, to assist in identifying areas of strength and weakness.

Every student who was in Grade 3, 6 or 9 in Mathematics or Language Arts was expected to write the achievement tests unless it was not possible for the student to respond to the tests or if participation would be harmful to the student.

If a student wrote only one part of the test but was absent for the other part, his or her results are not calculated in the total mean for the school.

Some students with special needs can complete the achievement tests without the use of writing accommodations, others can complete the tests with accommodations, and a few are unable to complete the achievement tests. Students who are unable to complete the achievement tests because they are not capable of responding to the test in its original or approved modified form, or if participation would be harmful to them, should be excused from writing by the school.

Results for an achievement test shall not be reported to the public when there are fewer than six students who wrote the test. This is to protect the privacy of individual students.

Since curriculum standards do not change from year to year, every effort is made to construct tests that are equivalent in difficulty to tests from previous years.

The report provides school average scores (means) for the total test. Evaluating the importance of and reasons for differences between school and territorial results requires careful consideration of the practical significance of differences. Also, it is important to consider local targets for student achievement relative to Yukon achievement standards.

School Factors that Affect Student Achievement

Research in education has identified key aspects of school effectiveness that affect student achievement.

Productive School Climate and Culture

- There is a shared and articulated focus on achievement.
- There is a shared belief that all students can achieve.
- Staff is cohesive, collaborates, and makes decisions by consensus.
- There is a safe, orderly environment that is conducive to teaching and learning.

Focus on Student Acquisition of Central Learning Skills

- Teachers know what students are to learn and emphasize mastery of key concepts.
- Students know what is expected of them.
- Learning time is maximized.

Frequent Monitoring of Student Progress

- Student progress is monitored, reported, and used for planning improvements.
- Students can show what they have learned.
- Parents know what their child has achieved.
- A variety of assessments are used.

Instructional Leadership

- Effective instructional leadership is provided.

Parent–School Partnerships

- High levels of school and home cooperation are evident.

Effective Instruction

- Grouping and organizational arrangements are appropriate.
- Pacing is appropriate.
- Curriculum and learning are aligned.
- Teachers use a variety of strategies.
- Students are actively involved.

High Expectations and Requirements for Students

- Students are held responsible for learning.
- Higher-order learning is emphasized.

Many other factors can be considered in interpreting results and planning for improved learning. These include students' abilities, attitudes, motivations, aspirations, academic backgrounds, and learning styles. They also include students' family circumstances, socioeconomic backgrounds, and community environments. Educators can use achievement test results as one part of an overall plan to improve the quality of learning. Such planning should involve teachers, parents, and community members in the analysis of test results.

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